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ABSTRACT

This report is about the education plan of the District of Columbia Public Schools for the 1981-82 school year. The first chapter describes the philosophy, goals, and instructional and achievement priorities of the board of education and superintendent; outlines categories of student competencies; summarizes 1980-81 performance data on the Comprehensive Tests of Basic Skills; and discusses planning assumptions, financial resources and constraints, and population trends within the district. Chapter two shows a flow chart of the planning process and an organization chart. Chapter three contains action plans from the offices of the Superintendent, the Deputy Superintendent, Instructional Services, Management Services and Financial Management, Data Systems and Planning. Chapter four discusses systemwide monitoring in order to ensure implementation of the education plan. (WAM)

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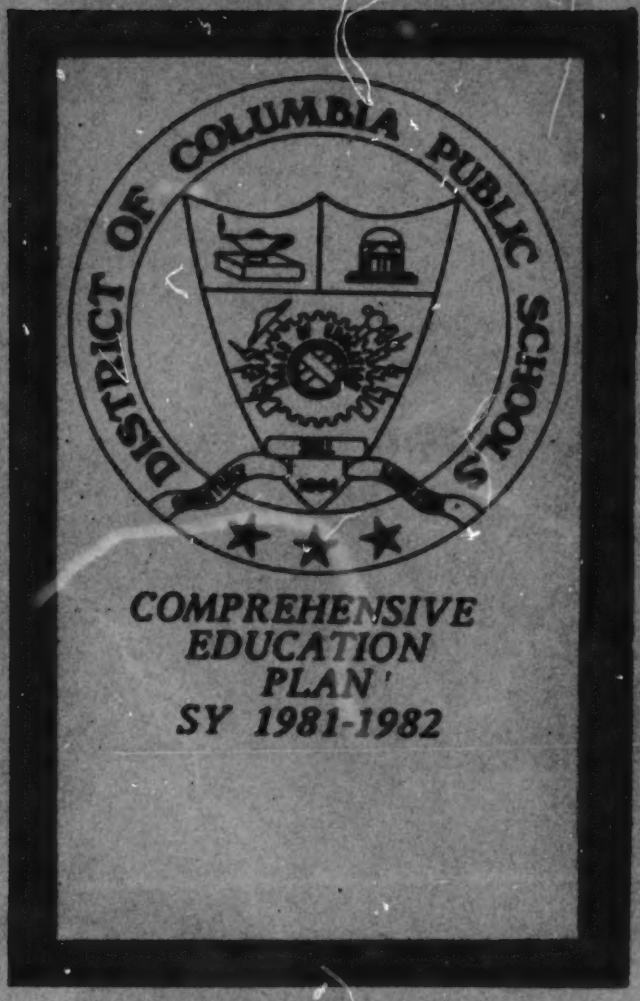


# COMPREHENSIVE EDUCATION PLAN SY 1981-1982

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December 1981

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# SECTION I: INPUTS

## *MISSION*

***To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.***

## *PHILOSOPHY*

*We believe that every child has an inherent right to an education which will enhance the development of maximum capability, regardless of sex, and ethnic, economic, social or religious background. We believe that every child has the ability to learn, and that we must build on this positive assumption. We believe that every child has an inalienable right to the tools which facilitate the achievement of personal goals and the fulfillment of obligations to society. Therefore, the District of Columbia Public School System pledges itself to meeting this challenge by providing a comprehensive educational program in an atmosphere that is open, concerned, and responsive to the needs of students and the community.*

*We believe that every individual has certain basic human needs, beyond educational needs, which must be addressed by the schools. We believe that the educational process must provide an environment in which all students are afforded the opportunity to obtain competencies which will help them survive as individuals and as members of society. We believe that the District of Columbia Public Schools must serve as a model for public institutions by providing the best possible educational programs, management system, personnel and leadership in attempting to reach its goals. To that end we are committed to the establishment of practices and programs which will insure the intellectual, physical, emotional, and esthetic well-being of all students.*

## GOALS OF THE BOARD OF EDUCATION [1]

- The promotion of a standard of excellence in achievement and endeavor through the establishment of an educational program designed to promote the attainment of knowledge, competencies, and skills;
- The promotion of a standard of excellence in achievement and endeavor through an instructional staff which meets high standards of preparation and performance;
- The establishment and implementation of a system for the continuous assessment and evaluation of the needs and achievements of students, teachers, administrators, individual schools and programs, and the educational support and management systems and personnel of the Public Schools;
- The equitable distribution of available resources and services to all students;
- The attainment of full public support for the school system and its educational programs, including the provision of sufficient resources for the attainment of program goals and objectives;
- The promotion of greater public awareness of the goals, objectives, programs, services, policies, and operation of the Public Schools, including awareness of the results of continuous assessment and evaluation of the school system;
- The promotion of greater public involvement in the attainment of the goals and objectives of the Public Schools.

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[1] Rules of the Board of Education, General Education Policy, Section 700.3.

## GENERAL STATEMENT OF SUPERINTENDENT'S OBJECTIVES

| OBJECTIVES | ACHIEVEMENT INDICATORS |
|---|---|
| **I. Instruction** | |
| A. Within the availability of resources, the Superintendent will extend and strengthen the implementation of the Competency-Based Curriculum. | A.1. The expansion of the Student Progress Plan to grades 4-6;<br>2. Refinements in the Competency-Based Curriculum in such areas as: (a) curriculum development/revision, (b) assessment development/revision, (c) program practice, and (d) staff development;<br>3. Refinement of the secondary component of the Student Progress Plan;<br>4. Review of the implementation of needed secondary school curriculum requirements to ensure the provision of a comprehensive, cohesive program of study for grades 9-12;<br>5. Provision of staff development in CBC for teachers and administrators on the secondary level. |
| B. Under the direction and leadership of the Superintendent, and through the concerted efforts of all instructional personnel, increase student performance in reading and mathematics. | B. Results and analyses of standardized tests and other indicators of student performance. |
| **II. Management** | |
| A. In accordance with applicable statutes, policy requirements of the Board of Education, and requirements of the District of Columbia, the Superintendent will prepare and transmit an annual budget designed for maximum, high-quality use of existing resources. | A. Timely submission of a comprehensive budget document which contains optional levels of services for consideration by the Board of Education. |

| | OBJECTIVES | | ACHIEVEMENT INDICATORS |
|---|---|---|---|
| | B. In recognition of the importance of support services to the effective functioning of schools, the Superintendent will increase the efficiency of various administrative systems such as personnel, procurement, and federal programs. | B.1. | An improved response time for the procurement process; |
| | | 2. | The integration of federal programs with the existing and on-going instructional efforts; |
| | | 3. | The timely and efficient staffing of schools as well as central and regional administrative units. |
| | C. Using available resources, the Superintendent will plan, develop and implement a system for the management of DCPS data and information. | C. | The issuance of reports and availability of data addressing federal and city requirements, community information inquiries, Board of Education requests, and operational and tactical management needs. |
| III. | Planning | | |
| | A. Using available staff and resources, the Superintendent will design a comprehensive multi-year education plan. | A. | The issuance of such a plan coordinated with the program budget and existing planning documents (eg. - The Comprehensive Special Education Plan and the School System's Implementation Plan). This plan also will include a facilities use component. |
| IV. | Evaluation | | |
| | A. The Superintendent will design and implement an accountability system which provides for a more objective evaluation of performance. | A. | Documented evidence of increased accountability due to improved monitoring of instructional programs and employee performance based on objective evaluation data. |
| V. | Community Relations/Board of Education | | |
| | A. The Superintendent will keep the Board of Education and the various DCPS constituencies informed on the issues, needs and operation of the District of Columbia Public Schools. | A. | The timely submission of Board reports, memoranda, bulletins, news releases, general publications, and a regular schedule of Board-Superintendent conferences, and community meetings. |

| | OBJECTIVES | | ACHIEVEMENT INDICATORS |
|---|---|---|---|
| B. | The Superintendent will support and advocate the policies of the Board of Education to staff and the public. | B. | The issuance of directives and memoranda directly related to Board policies, monitoring of implementation of Board policies, discussion of Board policies in staff meetings and meetings with citizens, and the dissemination of news releases and other informative documents and publications. |

## INSTRUCTIONAL GOALS PRIORITIZED

**GOAL 1** A command of fundamental communications skills . . .

**GOAL 2** A command of the skills that constitute mathematical, scientific, and technological literacy . . .

**GOAL 3** The ability to think critically, constructively and creatively . . .

**GOAL 4** The attitudes and self-discipline necessary to meet everyday situations realistically . . .

**GOAL 5** A command of the skills that promote sound physical, mental and emotional health . . .

**GOAL 6** An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group . . .

**GOAL 7** The skills and attitudes necessary to planning one's future . . .

**GOAL 8** The ability to relate knowledge and capabilities to individual needs and aspirations . . .

**GOAL 9** The ability to demonstrate marketable skills which may lead to economic independence . . .

**GOAL 10** A command of the analytical skills which lead to sound consumer practices . . .

**GOAL 11** The ability to use leisure time wisely and constructively . . .

**GOAL 12** An understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships . . .

**GOAL 13** Knowledge of governmental processes and the implications of changing political times . . .

**GOAL 14** The knowledge, interpretation and appreciation of literature and the visual and performing arts . . .

## SKILLS CLASSIFICATION CATEGORIES

Students will have competencies in:

| ANALYTICAL SKILLS (1AN) | CONSUMER/PRODUCER SKILLS (2CN) |
|---|---|
| Classifying<br>Sequencing<br>Comparing and contrasting<br>Retrieving information<br>Drawing conclusions<br>Recognizing fact and opinion<br>Summarizing<br>Finding main idea<br>Solving problems<br>Organizing<br>Collecting and interpreting data | Computation<br>Analysis<br>Comparision/contrast<br>Planning<br>Record keeping<br>Fact/opinion<br>Understanding bias/propaganda<br>Product usage<br>Employment skills |

| COMMUNICATION SKILLS (3CM) | SOCIAL AND POLITICAL SKILLS (4SP) | SELF-ACTUALIZATION SKILLS (5SA) |
|---|---|---|
| Reading<br>Writing<br>Listening<br>Speaking<br>Non-verbal<br>Visual | Decision making<br>Problem solving<br>Analyzing information<br>Exercising citizenship<br>Interpersonal relationships<br>Critical thinking<br>Group interaction | Self evaluation<br>Self reliance<br>Destiny control*<br>Maintenance*<br>mentally<br>physically<br>emotionally<br>Self confidence<br>Sense of responsibility<br>Empathy for fellow man<br>Creativity<br>Positive habit formation*<br>Values clarification<br>Psychomotor skills*<br>Choice making<br>Self selection |

*Further consideration

Key to Skills Competencies
1AN = Analytical Skills
2CN = Consumer/Producer Skills
3CM = Communication Skills
4SP = Social and Political Skills
5SA = Self-Actualization Skills

# A SUMMARY OF STUDENT ACHIEVEMENT ON THE COMPREHENSIVE TESTS OF BASIC SKILLS

## GRADES 1 TO 9 AND 11
## MAY 1981

### Grades One and Two

Grade One students in the District of Columbia Public Schools scored at the national norm (1.8) in Reading and three months above the national norm (2.1) in Mathematics. The overall performance level in Language was somewhat lower than the national norm, namely, 1.5 grade equivalent units.

At grade Two, the System's students scored one month above the national norm (2.9) in Mathematics, one month below the national norm in Language (2.7), and three months below the national norm (2.5) in Reading.

### Grade Three

The median reading achievement level of third grade students in the District of Columbia Public Schools as indicated by the Total Reading score is 3.5 grade equivalent units, or three months below the national norm of 3.8 (See Table I). The Vocabulary and Comprehension subtest scores are 3.6 and 3.5 respectively. In Mathematics, the median achievement level reached the national norm of 3.8 for Total Mathematics. Scores on the Mathematics subtests of Computation and Concepts are either slightly above or at the national norm. In Computation the score is 4.1, in Concepts it is 3.8. Additional instructional effort appears needed in Mathematics Applications in which students obtained a score of 3.5 grade equivalent units.

Average language achievement, as indicated by the Total Language scores for the District of Columbia third grade students, is 3.6 or two months below the national norm of 3.8. Data from the Language subtests, Language Mechanics, Language Expression and Language Spelling, indicate median grade equivalent scores of 3.5, 3.4 and 3.7 respectively.

The average overall achievement, as indicated by the Total Battery scores for the District of Columbia third grade students, is 3.6 which is two months below the national norm of 3.8.

Three additional skill areas, Reference Skills, Science and Social Studies were also tested; however, data from these areas do not contribute to the Total Battery scores. Achievement in Reference Skills is 4.1 or three months above the national norm of 3.8. Data from the Science test indicates a median grade equivalent score of 3.5 or three months below the norm. The Social Studies test indicates that student achievement is 3.4 or three months below the norm.

In Reading, the total score is 5 percentile points below the national median. The Vocabulary and Comprehension subtest scores are 3 and 6 percentile points, respectively, below the national median. In Mathematics, the Concepts and Computation subtest scores are 2 and 12 percentile points, respectively, above the national norm, and the Total Mathematics score is 3 percentile points above the norm. The Mathematics Applications score indicates an area of weakness with a rank of 6 percentile points below the national norm.

**TABLE I**

**District of Columbia Public Schools**

**SYSTEMWIDE TEST RESULTS ON THE COMPREHENSIVE TESTS OF BASIC SKILLS, GRADES 3 AND 6, MAY 1981**

| SKILL AREA TESTED | MEDIAN G.E. SCORE | | MEDIAN PERCENTILE RANK | | PERCENT OF PUPILS ABOVE NATIONAL NORM | |
|---|---|---|---|---|---|---|
| | Grade 3 | Grade 6 | Grade 3 | Grade 6 | Grade 3 | Grade 6 |
| NATIONAL NORM | 3.8 | 6.8 | 50 | 50 | 50 | 50 |
| Reading Vocabulary | 3.6 | 5.8 | 47 | 39 | 44 | 39 |
| Reading Comprehension | 3.5 | 5.8 | 44 | 42 | 42 | 36 |
| TOTAL READING | 3.5 | 5.9 | 45 | 41 | 45 | 35 |
| Math Computation | 4.1 | 7.3 | 62 | 59 | 63 | 61 |
| Math Concepts | 3.8 | 6.1 | 52 | 43 | 54 | 37 |
| Math Application | 3.5 | 6.1 | 44 | 43 | 45 | 41 |
| TOTAL MATHEMATICS | 3.8 | 6.4 | 53 | 47 | 54 | 43 |
| Language Mechanics | 3.5 | 5.7 | 47 | 44 | 48 | 45 |
| Language Expression | 3.4 | 5.9 | 44 | 44 | 43 | 40 |
| Language Spelling | 3.7 | 6.5 | 50 | 48 | 49 | 50 |
| TOTAL LANGUAGE | 3.6 | 6.1 | 48 | 46 | 47 | 43 |
| TOTAL BATTERY | 3.6 | 6.1 | 48 | 42 | 45 | 38 |
| Reference Skills | 4.1 | 6.7 | 59 | 50 | 59 | 50 |
| Science | 3.5 | 5.8 | 46 | 41 | 49 | 38 |
| Social Studies | 3.4 | 5.7 | 43 | 42 | 39 | 39 |

Percentage of students tested: Grade 3 - 96% Grade 6 - 97%

In Language, the percentile ranks range from 3-6 percentile points below the national median percentile for Mechanics and Expression, respectively, with Spelling scores at the national norm. On the Total Battery, overall third grade achievement ranks only 2 percentile points below the national median percentile.

In Reference Skills, third graders rank 9 percentile points above the national median percentile; in Science, 4 percentile points below and in Social Studies, 7 percentile points below.

Test results indicate that 45% of third graders obtained scores in Total Reading which place them above the national median compared to 50% of the students in the national sample. In Vocabulary and Comprehension, the percentage of District pupils above the national norm was 44% and 42% respectively.

Fifty-four percent of third graders scored above the national norm in Total Mathematics. Percentages for the subtests were 45% in Application, 54% in Concepts and 63% in Computation.

In Total Language, 47% of third graders scored above the national norm. Percentages for the subtests were 43% in Expression, 48% in Mechanics and 49% in Spelling.

On the Total Battery, which combines Reading, Mathematics and Language, 45% of third graders scored above the national norm.

The percentage of District students scoring above the national norm in Reference Skills, Science and Social Studies was 59%, 49% and 39% respectively.

Grades Four and Five

Student performance in Reading at both the fourth and fifth grade levels was 8 months below the national norm, namely, 4.0 and 5.0 respectively. In Mathematics, fifth graders scored (5.5) 3 months below the national norm and fourth graders scored (5.3) 5 months below the national norm. In Language, student performance at both the fourth and fifth grade levels was seven months below the national norm, namely 4.1 and 5.1, respectively.

Grade Six

The median achievement level for District sixth grade students as indicated by the Total Reading score is 5.9, which is nine months below the national norm of 6.8. (See Table I). The Vocabulary and Comprehension subtest scores are both 5.8, indicating a need for concentrated effort in all reading skills. The median Total Mathematics score is 6.4 or four months below the national norm, with a subtest score in Computation of 7.3 or 5 months above the national norm of 6.8. While Computation is an area of strength in the District, Mathematical Concepts and Mathematical Applications are areas in need of additional instructional emphasis as the median grade equivalent in both areas was only 6.1. In Language the total score is 6.1, which is seven months below the norm. Data from the Language subtests, Language Mechanics, Language Expression and Language Spelling indicate grade equivalent scores of 5.7, 5.9 and 6.5, respectively. Language Mechanics and Language Expression are particularly weak areas in need of immediate attention.

TABLE II

District of Columbia Public Schools

SYSTEMWIDE TEST RESULTS ON THE COMPREHENSIVE TESTS OF BASIC SKILLS, GRADES 9 AND 11, MAY 1981

| SKILL AREA TESTED | MEDIAN G.E. SCORE | | MEDIAN PERCENTILE RANK | | PERCENT OF PUPILS ABOVE NATIONAL NORM | |
|---|---|---|---|---|---|---|
| | Grade 9 | Grade 11 | Grade 9 | Grade 11 | Grade 9 | Grade 11 |
| NATIONAL NORM | 9.8 | 11.8 | 50 | 50 | 50 | 50 |
| Reading Vocabulary | 7.6 | 9.1 | 29 | 22 | 29 | 20 |
| Reading Comprehension | 7.1 | 9.0 | 30 | 23 | 28 | 20 |
| TOTAL READING | 7.7 | 9.1 | 31 | 21 | 27 | 19 |
| Math Computation | 8.8 | 9.4 | 40 | 31 | 38 | 25 |
| Math Concepts | 8.0 | 9.1 | 30 | 23 | 28 | 19 |
| Math Application | 6.8 | 7.5 | 24 | 16 | 20 | 15 |
| TOTAL MATHEMATICS | 8.0 | 8.8 | 32 | 22 | 31 | 18 |
| Language Mechanics | 8.4 | 9.7 | 41 | 33 | 65 | 32 |
| Language Expression | 6.7 | 9.0 | 30 | 25 | 27 | 32 |
| Language Spelling | 8.4 | 10.3 | 40 | 36 | 38 | 35 |
| TOTAL LANGUAGE | 7.7 | 9.7 | 35 | 27 | 32 | 26 |
| TOTAL BATTERY | 8.0 | 9.2 | 31 | 22 | 28 | 16 |
| Reference Skills | 8.6 | 10.0 | 40 | 34 | 28 | 28 |
| Science | 7.2 | 8.7 | 32 | 25 | 26 | 21 |
| Social Studies | 7.9 | 9.1 | 36 | 26 | 33 | 24 |

Percentage of students tested: Grade 9 - 86% Grade 11 - 72%

The Total Battery score which is an indication of average, overall performance is 6.1 or seven months below the national norm. The Reference Skills score is 6.7, which is slightly below the national norm, thereby indicating a need for reinforcement and expansion of present skill levels. Science and Social Studies represent areas of serious weakness in the District at this time. The median achievement score for Science is 5.8 (one full year below the national norm), and 5.7 in Social Studies (11 months below the national norm), thereby indicating that a careful examination of the instructional practices in these areas is urgently needed.

In Reading, the median percentile rank is 41 or 9 percentile points below the national median percentile rank of 50. In Vocabulary and Comprehension, the subtest scores are 11 and 8 percentile points, respectively, below the national median. In Mathematics, the Computation score is nine points above the national median percentile rank, while the Concepts and Application scores are both 43 or seven points below the national norm. The Total Mathematics score is 47 or three points below the national norm.

In Language, the median percentile rank is 46 or 4 percentile points below the norm, with the subtest scores as follows: Language Mechanics and Language Expression both obtained a median percentile rank of 44 or 6 percentile points below the national norm, and Language Spelling scored at 48 or 2 points below the national norm.

The Total Battery median percentile rank is 42 or 8 points below the national median of 50.

In Reference Skills the District sixth graders are at the national median percentile rank of 50, but in Science and Social Studies the scores are below the national norm by 9 and 8 percentile points, respectively.

Grades Seven and Eight

The median achievement level at the 7th grade in Reading and Language is approximately two years or two grade levels (6.0 and 5.9, respectively) below the national norm. In Mathematics the performance level is higher, namely, approximately one year or one grade level (6.7) below the national norm of 7.8. A similar pattern of scores was obtained at the 8th grade level as was obtained at the 7th grade level. Eighth grade students in the District were approximately 2-3 years below the national norm in Reading (6.9 compared to 8.8) and Language (5.9 compared to 8.8). Performance in Mathematics is more advanced in that the median grade equivalent for Total Mathematics is 7.7, approximately one year behind the national norm. The median achievement levels reported for grades 7 and 8 in Reading, Mathematics and Language indicate that much effort will be needed to bring student performance up to the national level.

Grade Nine

The median reading achievement level of ninth grade students in the District, as indicated by the Total Reading score, is 7.7 grade equivalent units or two years and one month below the national norm of 9.8 (See Table II). In Vocabulary and Comprehension, the scores are 7.6 and 7.1, respectively. The Total Mathematics score is 8.0, which is one year and eight months below the national norm. The subtest scores are 8.8 in Computation (one year below the norm), 6.8 in Application and 8.0 in Concepts.

In Language, the results are as follows: Total Language 7.7, Language Mechanics 8.4, Language Expression 6.7 and Language Spelling 8.4. The Total Battery, which indicates ninth grade overall achievement, is 8.0 or one year and eight months below the national norm. The additional skill areas of Reference Skills, Science and Social Studies yield grade equivalent scores of 8.6, 7.2 and 7.9, respectively. The extremely low scores in Reading Comprehension (two years and seven months below the average), Mathematics Applications (3 years below average), and Language Expression (approximately 3 years below average) point to the need for remedial courses in these skill areas at the senior high school level.

In Total Reading, District ninth grade median percentile rank is 31 or 19 percentile points below the national median percentile rank 50. In Vocabulary and Comprehension, the subtest scores are 21 and 20 percentile points, respectively, below the national norm. The Total Mathematics score is 18 percentile points below the norm. The subtest areas are as follows: Computation 10 points below, Concepts 20 points below and Application 26 points below.

The Total Language median percentile rank is 35 or 15 percentile points below the national median rank of 50. In Language Mechanics the score is 9 percentile points below, Language Expression 20 points below, and Spelling 10 points below the national median percentile rank. The Total Battery rank is 31 or 19 percentile points below the norm. The Reference Skills score is 10 points below, Science is 18 points below and Social Studies is 14 points below the national median.

Data indicate that 27% of the District's ninth graders scored above the national norm in Total Reading as compared to 50% of the students in the national sampling group. In Vocabulary and Comprehension, the percentage of students above the national norm was 29% and 28% respectively. In Total Mathematics, 31% scored above the national norm. Percentages for the subtests were 38% in Computation, 28% in Concepts and 20% in Application.

In Total Language 32% of the students scored above the national norm as compared to 50% of the students in the national sampling group. Percentages for the subtests were 65% in Mechanics, 27% in Expression and 38% in Spelling. The Total Battery score, which gives an average overall achievement level, indicates that 28% of the District's ninth graders scored above the national norm. Percentages for the other subtests are 28% in Reference Skills, 26% in Science and 33% in Social Studies.

Grade Eleven

The median reading achievement level of eleventh graders in the District of Columbia Public Schools as indicated by the Total Reading score is 9.1 grade equivalent units or two years and six months below the national norm of 11.7 (See Table II). In Vocabulary and Comprehension, the subtest scores are 9.1 and 9.0 respectively. The Total Mathematics score is 8.8, which is two years and nine months below the national norm of 11.7. The subtest scores are as follows: Computation 9.4, Concepts 9.1 and Application 7.5.

The Total Language score is two years below the national norm of 11.7. Data from the Language subtests Language Mechanics, Language Expression and Language Spelling, indicate median grade equivalent scores of 9.7, 9.0 and 10.3, respectively. The Total Battery score is 9.2, which is two years and five months below the norm. Reference Skills achievement is at 10.0 (1 year and 7 months below the norm), Science at 8.7, and Social Studies at 9.1. The extremely low scores in Total Reading (two years and six months below the national norm), Mathematics Applications (four years and two months below the national norm), and Language Expression (approximately two years and seven months below the national norm) point to the need for immediate attention in these skill areas.

In Reading, the median percentile rank is 21 or 29 percentile points below the national median percentile rank of 50. The Vocabulary and Comprehension subtests scores are 28 and 27 percentile points, respectively, below the national median. In Mathematics, the total score is 28 percentile points below the norm. The subtest scores are as follows: Computation 19 percentile points below, Concepts 27 percentile points below and Application 34 percentile points below the national median.

The Total Language score is 23 percentile points below the national median percentile rank of 50. The Language subtests of Language Mechanics, Language Expression and Language Spelling indicate percentile ranks of 33, 25 and 36, respectively.

The Total Battery percentile rank is 22, which is 28 points below the national norm. In Reference Skills, eleventh graders rank 16 percentile points below the national median percentile; in Science 25 points below, and in Social Studies 24 points below.

Nineteen percent of the 11th graders tested in Total Reading scored above the national norm as compared to 50% of the students in the national sample group. Twenty percent of the students scored above the norm in both Vocabulary and Comprehension.

In Total Mathematics 18% of the students scored above the national norm, and the percentages for the subtests are 25% in Computation, 19% in Concepts and 15% in Application.

In Total Language, 26% of the D.C. 11th graders scored above the national norm as compared to 50% in the national sampling group. Percentages for the subtests are 32% in Mechanics, 32% in Expression and 35% in Spelling.

The Total Battery score, which indicates average overall achievement, shows that 16% of the 11th graders scored above the norm. Percentages for the other subtests are 28% in Reference Skills, 21% in Science and 24% in Social Studies.

**Prepared by**
**Pupil Appraisal Branch**

## SYSTEMWIDE TARGETS FOR STUDENT ACHIEVEMENT

## SY 1981-1982

Norm-Referenced Tests

- Using available instructional materials, equipment and personnel, raise the systemwide median achievement of regular students in reading to the national norms of 3.8 for third grade, 6.8 for sixth grade, and to 8.8 for ninth grade and 10.2 for eleventh grade as measured by the Comprehensive Tests of Basic Skills administered in May, 1982.

- Using available instructional materials, equipment and personnel, maintain the systemwide median achievement of regular students in mathematics at the national norm of 3.8 for third grade, raise the achievement to the national norm of 6.8 for sixth grade, and to 8.8 for ninth grade and 10.0 for eleventh grade as measured by the Comprehensive Tests of Basic Skills administered in May, 1982.

Criterion-Referenced Tests

(No targets will be set because a revised edition of the tests will be administered in SY 1981 - 1982).

Special Education

- Using available instructional materials, equipment and personnel, ensure by Spring of each year that all of the students identified as handicapped and in need of Special Education services meet all of the annual goals stated in each child's Individualized Education Program for that school year.

Adult and Continuing Education

- Using available staff, materials and resources, the median grade equivalent for students who have completed 100 hours of academic or remedial instruction while enrolled in the full-time and/or part-time Adult and Continuing Education program will be raised 0.6 grade equivalents higher than the medium grade equivalents of students prior to instruction, as measured by scores on the California Achievement Test for Adults or the Adult Basic Learning Examination.

PLANNING ASSUMPTIONS (1981-82)

| Enrollment Projections | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|
| • Elementary | 50,500 | 47,700 | 45,500 |
| Junior High | 21,200 | 20,900 | 20,500 |
| Senior High | 20,100 | 18,800 | 17,700 |
| Special Education | 2,400 | 2,400 | 2,400 |
| Adult & Community Education | 15,000 | 15,000 | 15,000 |
| Other | 950 | 950 | 950 |

- Implementation of Competency-Based Curriculum will continue to be a major thrust of the school system during 1981-82.

- The perceived needs of students, ranked instructional goals, five skills classification categories, and perceived level of performance of the school system as determined through the systemwide needs assessment and the results of students' performance on criterion-referenced tests and norm-referenced tests will be used as guiding factors in establishing priorities for designing and implementing compcnents of the Competency-Based Curriculum.

- The assessed needs of individual students, ranked instructional goals, skills classification categories, and summarized levels of performance on psycho-educational assessment batteries will be used in establishing an individualized education program (IEP) for each identified handicapped child, which is compatible with the established priorities for implementing components of the Competency-Based Curriculum.

- Resources for programs will continue to decline during 1981-82 as a minimal increase in the regular budget and a decrease in the federal budget will not fund the increased mandatory requirements.

- The expected FY 1982 level of funding in the regular budget will be $253,794,400.

- The expected FY 1982 level of funding in federal grants will be $37,000,000.

- During the period of 1981-82, the total number of school employees will continue to decline.

- The increase in the per pupil allotments for supplies, materials and equipment will be offset by a concomitant increase in the costs of these items.

- Enrollment on the elementary, junior and senior high level will continue to decline during 1981-82.

- Instructional personnel and non-instructional personnel will be allocated on an equal basis in all regular schools based upon established criteria.

- Maximum utilization of facilities and space will be given top priority.

- A student progress plan which includes traditional grading and certification of mastery, and semester promotion implemented in grades 1-3 during SY 1981, will be extended to grades 4-6 during SY 1982.

Planning Assumptions (1981-82) Continued

- A variety of data on students will be available at the local school, regional and central levels, including but not restricted to: membership data, attendance data, health data and certain test results which will be available on a restricted access basis.

- Allocations of personnel and material resources will be estimated on the basis of the projected student enrollment by school, and adjusted on the basis of the October membership report.

- Allocations of personnel and material resources will be effected in October and March.

- The citywide testing program will assist in providing data on the extent of student progress on the achievement of the CBC instructional objectives and the systemwide targets for student achievement.

- The 1981-82 school year shall include a minimum of 180 regular instructional days unless otherwise directed by the Superintendent in consultation with the President of the Board of Education.

- Active participation of citizens in broad-based activities such as supporting academic achievement of students through tutorial programs and volunteer assistance, goal setting and prioritization of goals, implementation plans, and assessment of progress, will be sought on a continuing basis.

- Block grants will modify the allocation of funds, reporting requirements and mechanisms and the administration of the federal grant programs.

- Budget reductions in Adult Education will limit program offerings and will require the seeking of grant monies/fees to support the remaining community services.

- The increase in the per pupil allotments for supplies, materials and equipment will be offset by a concomitant increase in the costs of these items.

- Due to budgetary reductions, the administration of pre-school will be consolidated and some services will be curtailed.

- Budget reductions in central and regional administration will require concomitant reductions in personnel, supplies, materials and equipment.

- The Board of Education will negotiate and administer four labor-management agreements in SY 1981-82.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

RESOURCES
(In Thousands of Dollars)

| Description | FY 80 Actual | FY 81 Estimated | FY 82 Estimated |
|---|---|---|---|
| **All Budget Appropriations** | | | |
| Appropriated Budget | $243,785.0 | $246,889.3 | $253,795.0 |
| Federal Grants Assistance | 55,681.0 | 49,952.0 | 23,069.3 |
| Private and Other Grants | 2,518.0 | 2,534.8 | ..... |
| Intra District Sales | 1,789.0 | 2,600.6 | 139.4 |
| Gross Operating Budget | $303,773.0 | $301,976.7 | $277,003.7* |
| **Gross Budget Categories** | | | |
| Salaries and Benefits | 245,185.6 | $244,823.0 | $277,612.5 |
| Other Operating Costs | | | |
| Supplies and Materials | 14,997.2 | 14,269.0 | 12,230.1 |
| Energy, Communications and Building Rentals | 13,817.7 | 16,176.6 | 19,023.5 |
| Other Services and Charges | 15,823.8 | 12,038.5 | 9,450.1 |
| Subsidies and Transfers | 8,869.9 | 10,780.3 | 5,364.7 |
| Equipment and Equipment Rentals | 5,078.8 | 3,889.3 | 3,322.8 |
| Total Operating Budget | $303,773.0 | $301,976.7 | $277,003.7* |
| **Capital Outlay** | $ 22,138.9 | $ - 0 - | $ 3,925.0 |
| **Authorized Positions** | | | |
| Administrative/Supervisory | 581 | 515 | 485 |
| Teachers | 6,460 | 5,771 | 5,387 |
| Paraprofessional, Clerical and Logistical Support | 4,205 | 4,172 | 3,547 |
| Total, Full Time Permanent | 11,246 | 10,458 | 9,419 |
| All Other, Average Full Time Equivalents | 1,016 | 1,016 | 1,122 |
| Total Positions | 12,262 | 11,474 | 10,541* |

* These figures represent only three quarters of the Federal Grants received to date.

**Budget Division**
**October 8, 1981**

| Facility Resources [1] | FY 1981 |
|---|---|
| Elementary Schools | 125 |
| Elementary-Junior High Schools | 2 |
| Junior High Schools | 28 |
| Senior High Schools | 13 |
| Special Education Schools | 6 |
| Career Centers | 7 |
| Adult & Continuing Education Centers | 3 |
| Administrative Buildings | 4 |
| Management Services Buildings | 13 |
| Total | 191 |

[1] Building Enrollment and Operational Cost Statistics Washington, D.C.: D.C. Public Schools, March 1981.

## CONSTRAINTS

- All budgets, both regular and federal, will be under severe pressure for reduction.
- The delivery of education, health, social, mental health and related services from appropriate District agencies is inhibited by lack of adequate resources.
- There are no public guidelines or formulae for the determination of the share of city resources to be designated for Public Schools. Each year's budget is therefore a random determination by the Mayor and City Council. Lack of such a foundation for long-range planning impedes the ability to target those components of the educational program that require priority consideration.
- The Board of Education has the authority to negotiate pay raises but is dependent upon the city to seek the required appropriations for such pay raises.
- The absence of clearly delineated municipal agency accountability and practices regarding the total welfare of handicapped children impacts on the overextended use of public school special education resources.

## POPULATION TRENDS AND DEMOGRAPHIC DATA

### 1981-82

In 1970 the District of Columbia population was 756,510; by 1980 it fell to 638,333. The peak population year was 1950 when 802,178 residents were reported by the census bureau and the low population year of modern times was in 1940, when residents numbered 663,091. The decline in the last decade has averaged approximately 12,000 per year with the decline expected to continue but at a slower rate over the next three years. Washington's population loss is comparable to that of other large cities in the North and Midwest.

At the present time there are 278,904 housing units available. In 1970 the average household size in the District of Columbia was 2.72 while by 1977 it had fallen to 2.42 per unit.

Racial composition of the District is 74.2 percent nonwhite while for whites it is 25.8, up slightly since 1977. The median age for nonwhites is 26.1 years and 41.7 years for whites.

There has been much talk of a back-to-the-city movement in Washington, D.C. In theory, suburban couples are forsaking the crabgrass and shopping malls for the culture and convenience of life in a rehabilitated townhouse in the city. A booming restoration movement in several Washington neighborhoods seems to support this theory. A study by the George Washington University Department of Urban and Regional Planning showed however, that two-thirds of the homebuyers in one of these neighborhoods had moved from another part of the District of Columbia. Only 18 percent had actually moved back to the city from a Washington suburb. District of Columbia realtors confirm this finding. They say that most homebuyers in "resettlement" neighborhoods already lived in Washington, D.C. or moved to the city from another area entirely. The basic movement pattern then is not back to the city, but remains outward, toward the suburbs and ubran fringe, and there is reason to believe that the movement in both directions is motivated by the same factor — the search for affordable housing.

City officials indicated that the District's continued population decline was due to a number of factors including a sharp drop in births compared to the 1960's, the virtual end of migration from rural areas in the South, and accelerated movement of black families from the city to the suburbs since the passage of open housing laws. The city government reports that most of the white newcomers to the city are single adults and childless couples, while the number of school age black children has fallen markedly.

A D.C. Public School report on student membership prepared by the Division of Research, Planning and Evaluation, shows a continued decline in overall student membership from 106,156 in 1979-80 school year to 100,049 in 1980-81.

In the early 1950's the District of Columbia accounted for more than 50 percent of the region's population (nearby Maryland and Virginia). By 1970 the combined Maryland and combined Virginia suburbs had more population with the city's share of the regional population falling to 26.4 percent. Final 1980 census figures show the District of Columbia accounting for approximately 21 percent of the population of the metropolitan area.

## SELECTED SOURCES OF DEMOGRAPHIC INFORMATION ON WASHINGTON, D.C. AND THE METROPOLITAN AREA

D.C. Department of Employment Services
Division of Labor Market Information
Research and Analysis
605 G Street, N.W. - Suite 1000
Washington, D.C. 20001

D.C. Department of Housing and Community Development
1325 G Street, N.W.
Washington, D.C. 20576

D.C. Office of Planning and Development
Data and Statistical Division
1420 New York Avenue, N.W.
Washington, D.C. 20005

Greater Washington Research Center
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Metropolitan Washington Council of Governments
1875 Eye Street, N.W. - Suite 200
Washington, D.C. 20006

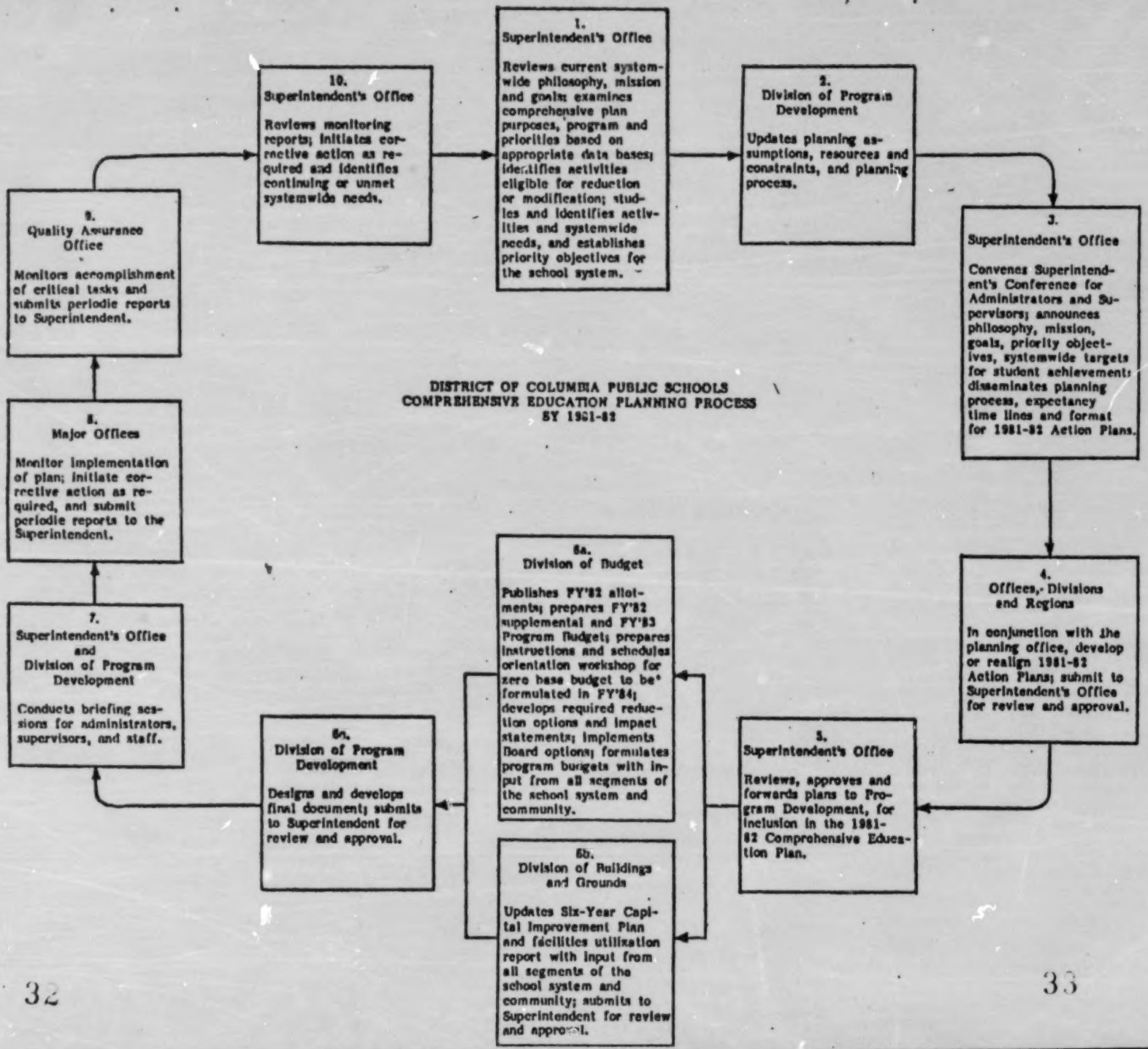
National Capital Planning Commission
1325 G Street, N.W.
Washington, D.C. 20576

National Center for Education Statistics
Presidential Building
6526 Bellcrest Road - Suite 1001
Hyattsville, Maryland 20782

U.S. Office of Management and Budget
Statistical Policy Division
S.E. Corner - 17th Street & Pennsyvania Avenue, N.W.
Washington, D.C. 20503

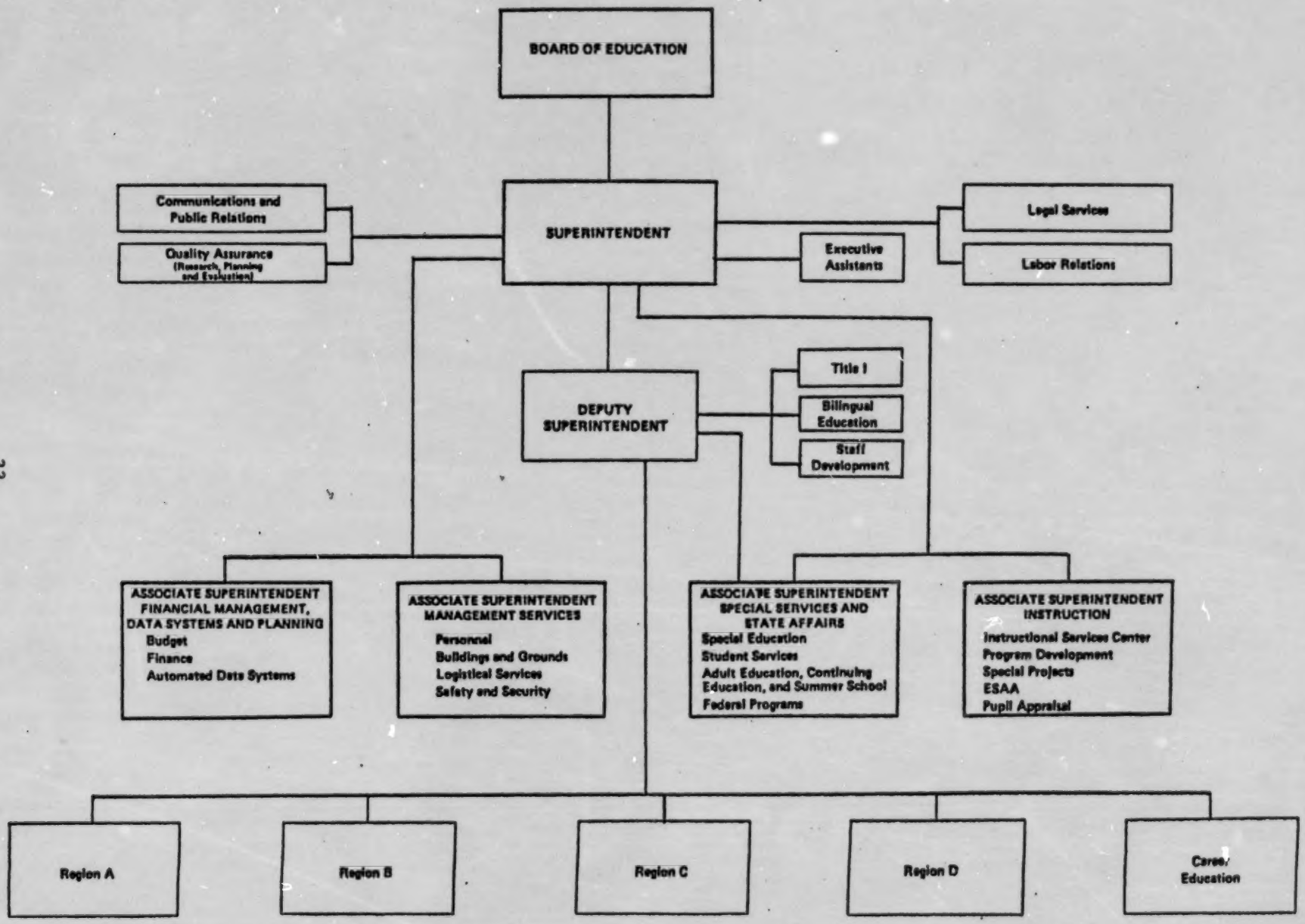
U.S. Census Bureau
Suitland Road and Silver Hill Road
Building No. 3 - Second Floor 2089
Suitland, Maryland 20233

# SECTION II: PLANNING PROCESS


1.
Superintendent's Office
Reviews current systemwide philosophy, mission and goals; examines comprehensive plan purposes, program and priorities based on appropriate data bases; identifies activities eligible for reduction or modification; studies and identifies activities and systemwide needs, and establishes priority objectives for the school system.
2.
Division of Program Development
Updates planning assumptions, resources and constraints, and planning process.
3.
Superintendent's Office
Convenes Superintendent's Conference for Administrators and Supervisors; announces philosophy, mission, goals, priority objectives, systemwide targets for student achievement; disseminates planning process, expectancy time lines and format for 1981-82 Action Plans.
4.
Offices, Divisions and Regions
In conjunction with the planning office, develop or realign 1981-82 Action Plans; submit to Superintendent's Office for review and approval.
5.
Superintendent's Office
Reviews, approves and forwards plans to Program Development, for inclusion in the 1981-82 Comprehensive Education Plan.
6a.
Division of Budget
Publishes FY'82 allotments; prepares FY'82 supplemental and FY'83 Program Budget; prepares instructions and schedules orientation workshop for zero base budget to be formulated in FY'84; develops required reduction options and impact statements; implements Board options; formulates program budgets with input from all segments of the school system and community.
6b.
Division of Buildings and Grounds
Updates Six-Year Capital Improvement Plan and facilities utilization report with input from all segments of the school system and community; submits to Superintendent for review and approval.
6c.
Division of Program Development
Designs and develops final document; submits to Superintendent for review and approval.
7.
Superintendent's Office and Division of Program Development
Conducts briefing sessions for administrators, supervisors, and staff.
8.
Major Offices
Monitor implementation of plan; initiate corrective action as required, and submit periodic reports to the Superintendent.
9.
Quality Assurance Office
Monitors accomplishment of critical tasks and submits periodic reports to Superintendent.
10.
Superintendent's Office
Reviews monitoring reports; initiates corrective action as required and identifies continuing or unmet systemwide needs.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
COMPREHENSIVE EDUCATION PLANNING PROCESS
SY 1981-82

## ORGANIZATIONAL CHART
## DISTRICT OF COLUMBIA PUBLIC SCHOOLS
(Effective August 1, 1981)



# SECTION III: ACTION PLANS

## ACTION PLANS

- Office of the Superintendent
- Office of the Deputy Superintendent
- Office of Instructional Services
- Office of Management Services
- Office of Financial Management, Data Systems and Planning

- **OFFICE OF THE SUPERINTENDENT**

# COMPETENCY-BASED CURRICULUM

**Office** Office of the Superintendent

**Responsible Officer** Floretta Dukes McKenzie

**Submission Date** October 15, 1981

**Date Received by Superintendent's Office** _____

**Approved** _____

## ACTION PLAN

**GOAL:** The Office of the Superintendent will provide leadership and direction to all components of the school system, particularly major instructional and management operations.

**1. PLANNING ASSUMPTIONS:**

1.1 Implementation of a Competency-Based Curriculum will continue to be a major thrust of the school system during 1981-82.

1.2 A student progress plan which includes traditional grading, certification of mastery, and semester promotion implemented in grades 1-3 during SY 1981 will be extended to grades 4-6 during SY 1982.

1.3 The projected student population for SY 1981-82 1982-83 1983-84

| | | | |
|---|---|---|---|
| Elementary Schools ..... | 50,500 | 47,700 | 45,500 |
| Junior High Schools..... | 21,200 | 20,900 | 20,500 |
| Senior High Schools ..... | 20,100 | 18,800 | 17,700 |
| Special Education ..... | 2,400 | 2,400 | 2,400 |
| Adult & Continuing Education ... | 15,000 | 15,000 | 15,000 |
| Other ..... | 950 | 950 | 950 |

1.4 Resources (funding and personnel) through regular budget sources will continue to decline during FY '82.

1.5 A systemwide needs assessment will be conducted in order to implement innovative education programs, improved organizational and management systems, and the development and revision of procedures.

Resources

2.1 Staff personnel of each component of the Superintendent's Office Executive Staff, Division of Quality Assurance, Communications and Public Relations Branch, Labor Relations Branch, and Legal Services Branch.

2.2 Capability to redirect resources within the system to meet priorities.

2.3 Fiscal FY 1982

| | Regular | Federal | Total |
|---|---|---|---|
| Personnel | $1,392,200 | $92,500 | $1,484,700 |
| Other than Personnel Services | 51,000 | -0- | 51,000 |
| TOTAL | $1,443,200 | $92,500 | $1,535,700 1/ |

Constraints

2.4 Limited resources within regular and Federal funding.

2.5 Budget reductions in central and regional administration result in reductions in personnel, supplies, materials and equipment.

1/ "FY 1983 Program Budget, District of Columbia Public Schools, September, 1981"

1. PLANNING ASSUMPTIONS (continuation)

1.6 The Board of Education will negotiate and administer four labor-management agreements in SY 1981-82.

1.7 Plans will be developed for evaluating the Competency-Based Curriculum and the Student Progress Plan.

1.8 Active participation of citizens in broad-based activities, i.e. goal setting and prioritization of goals, implementation plans, and assessment of progress will be sought on a continuing basis.

1.9 Criterion and norm-referenced test results will be used to assess the degree of student achievement of the CBC instructional objectives and the systemwide targets on student achievement.



2. RESOURCES AND CONSTRAINTS (continuation)

Constraints (continued)

2.6 Mandatory constraints imposed by the Mayor and City Council.

3. ALTERNATIVES FOR ACHIEVING GOAL:

3.1 Utilize resources from private sources to assist in an analysis of management operations.

3.2 Establish working relationships with area universities, colleges and pertinent educational research institutions in designing and implementing the evaluation of the Student Progress Plan (SPP) and the Competency-Based Curriculum (CBC); and develop corporate involvement in analyzing and improving management operations.

3.3 Pursue negotiations to conclude labor management agreements as quickly as possible in order to resume the day to day leadership and assistance.

4. SELECTED ALTERNATIVE:

4.1 Establish working relationships with area universities, colleges and pertinent educational research institutions in designing and implementing the evaluation of the Student Progress Plan (SPP) and our Competency-Based Curriculum (CBC); and develop corporate involvement in analyzing and improving management operations.

5. PROCESS OBJECTIVES:

5.1 In accordance with guidelines established by the Superintendent, each Office and Region will submit by October 15, 1981, an Action Plan for SY 1981-82, to the Superintendent as evidenced by approved Action Plans on file.

5.2 In accordance with established guidelines, the Office of Instruction and the Division of Program Development will submit a Comprehensive Education Plan for SY 1981-82, by November 1, 1981, based upon agreed planning assumptions and elements, to the Superintendent as evidenced by review and approval.

5.3 By November 15, 1981, the Communications and Public Relations Branch will, through implementation of an Action Plan for Community Involvement, promote community involvement in the school system as evidenced by citizen participation in activities involving goal setting and prioritization of goals, implementation plans, and assessment of progress.

5.4 In accordance with established guidelines, the Communications and Public Relations Branch will launch a SY 1981-1982 program that informs the public and D.C.P.S. staff, as evidenced by production and release of internal and external publications and broadcast media messages and maintaining D.C.P.S. information lines by October 31, 1981.

5.5 In accordance with established procedures, the Legal Services Branch will provide ongoing counseling and advisory services as requested by central, regional and local school officers and staff, by telephone and in person, on matters arising during daily operations where guidance is needed in the interpretation and/or application of Federal or District of Columbia laws, regulations, and Board Rules as determined by the resolution of issues or problems raised during the course of such counseling.

5. PROCESS OBJECTIVES (continuation)

5.6 In accordance with established guidelines, the Legal Services Branch will provide supportive services to the D.C. Corporation Counsel, as requested by the Counsel or initiated by the Legal Services Branch through telephone inquiries, correspondence, and personal conferences, and by gathering data, and coordinating school personnel involved in preparing for pending litigation as determined by the extent to which such requests are processed in a timely and successful manner.

5.7 In accordance with established guidelines, the Legal Services Branch will identify and develop legislative or regulatory revisions or additions which may be needed to implement and/or improve educational programs and services of the D.C.P.S. as determined by proposed legislative or regulatory changes.

5.8 In accordance with guidelines established by the Superintendent and the Board of Education, the Labor Relations Branch will complete negotiations with all four unions, by January 2, 1982, as evidenced by status and final report(s).

5.9 In accordance with guidelines to be established, the Labor Relations Branch will conduct orientation workshops during SY 1981-82 for supervisors responsible for the administration and implementation of the Agreements as evidenced by schedule and reports.

5.10 In accordance with guidelines to be established, the Division of Quality Assurance (DQA) will have designed and begun implementing a monitoring plan for the system by November 1, 1981, that has been approved by the Superintendent as evidenced by reports submitted to the Superintendent on a schedule to be determined.

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5.11 In accordance with guidelines established by the Superintendent, the Division of Quality Assurance will prepare and disseminate statistical reports on students, programs, schools and services on a schedule which is appropriate to expressed needs and priorities as evidenced by an annotated listing of the statistical reports which have been prepared and issued.

5.12 In accordance with guidelines established by the Superintendent, the Division of Quality Assurance will periodically solicit information and prepare responses from the Superintendent, the D.C. and Federal Governments, and the U.S. Congress relative to historical, comparative, and projective data for budgetary and other purposes, as evidenced by a listing of documents transmitted.

5.13 In accordance with guidelines established by the Superintendent, the Division of Quality Assurance will serve as the coordinating body of all research and evaluation studies (both mandatory and elective) as they are conducted in the D.C.P.S. as evidenced by a record of services rendered.

5.14 In accordance with guidelines established by the Superintendent, the Division of Quality Assurance will by, November 30, 1981, present the Superintendent with a plan for the evaluation of the Competency-Based Curriculum and the Student Progress Plan detailing DQA's involvement as evidenced by the plan and periodic progress reports.

5.15 In accordance with guidelines established by the Superintendent, the Division of Quality Assurance will maintain and expand the systematic collection of student and teacher data for evaluation of priority objectives and student achievement as evidenced by data collection in schools and status and evaluation reports submitted to the Superintendent.

5.16 In accordance with guidelines to be established, the Executive Office of the Superintendent will by, November 1, 1981, review the critical tasks by each Office/Division for compliance as evidenced by the time frames indicated in each Action Plan.

5.17 In accordance with guidelines to be established, the Executive Office of the Superintendent, during SY 1981-82, will monitor the progress of the process objectives and accomplishment of critical tasks by each office as evidenced by reviewing progress reports submitted by each office.

5. PROCESS OBJECTIVES (continuation)

5.18 In accordance with the Superintendent's objectives, the Superintendent will keep the Board of Education and the various D.C.P.S. constituencies informed on the issues, needs and operation of the District of Columbia Public Schools during SY 1981-82 as evidenced by timely submission of Board Reports, memoranda, bulletins, news releases, general publications, and at regularly scheduled Board/Superintendent conferences, and community meetings and forums.

5.19 In accordance with the Superintendent/Board agreement, the Superintendent will support and advocate the policies of the Board of Education to staff and the public as evidenced by the issuance of directives and memoranda directly related to Board policies, discussions of Board policies in staff meetings and meetings with citizens, and the dissemination of news releases and other informative documents and publications.

5.20 By November 15, 1981, the Corporate Relations Branch, will, through implementation of an Action Plan for Corporate Involvement, promote corporate involvement in the school system as evidenced by corporate participation in activities such as management analyses, assistance in the development of a management information system, and instructional management, securing equipment, and assisting in developing employable skills among students.

6. CRITICAL TASKS:

| Task No. | | Time Frame Start/Complete |
|---|---|---|
| 6.1 | Review Action Plans from Offices and Regions. | 10/1 - 10/20 |
| 6.2 | Approve or Reject Actions Plans. | 10/21 - 10/30 |
| 6.3 | Develop Comprehensive Education Plan. | 9/15 - 11/15 |
| 6.4 | Disseminate Comprehensive Education Plan. | 12/1 - 12/10 |
| 6.5 | Review Critical Tasks for Compliance. | 11/1 - Ongoing |
| 6.6 | Complete negotiation with the four unions. | 9/1 - 1/2/82 |
| 6.7 | Implement Action Plan for the timely response to labor-management problems and an improved labor relations program. | 11/1 - 9/30/82 |
| 6.8 | Develop a plan for monitoring instructional programs and employee performance. | 9/15 - 12/15 |
| 6.9 | Identify research topics of primary concern to the school system and develop data gathering methodology. | 9/15 - 10/30 |
| 6.10 | Present evaluation designs for the evaluation of CBC and SPP. | 9/15 - 10/30 |
| 6.11 | Inform the Board of Education of the issues, needs and operation of the District of Columbia Public Schools. | 9/1 - 8/30/82 |
| 6.12 | Support and advocate policies of the Board of Education to staff and the public. | 9/1 - 8/30/82 |
| 6.13 | Develop an Action Plan for Community Involvement. | 10/1 - 11/15 |
| 6.14 | Disseminate D.C.P.S. newsletter, "District Education". | 10/23 - 8/30/82 |
| 6.15 | Develop and disseminate multimedia techniques for improving communications with varjous audiences of D.C.P.S. | 10/23 - 8/30/82 |
| 6.16 | Provide legal, regulatory and legislative counsel and services. | 9/1 - 8/30/82 |

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.17 | Oversee legislation and rules monitoring, revision and development. | 9/1 - 8/30/82 |
| 6.18 | Identify the statistical data needs of the D.C.P.S. System. | 9/1 - 10/30 |
| 6.19 | Develop and maintain statistical reports on students, teachers programs, schools and services. | 9/1 - 8/30/82 |
| 6.20 | Develop an Action Plan for Corporate Involvement. | 10/1 - 10/31 |
| 6.21 | Implement an Action Plan for Corporate Involvement. | 11/1 - 8/30/82 |
| 6.22 | Implement an Action Plan for Community Involvement. | 11/30 - 8/30/82 |

7. MONITORING PROCESS:

Periodic progress reports, on-site visitations, staff and individual conferences will be utilized to assess the achievement of process objectives and to monitor the accomplishment of critical tasks within the stated time frames. In the event a task is not proceeding as planned, procedures for remediation will include analyses of required tasks and possible constraints which will lead toward employing, when necessary, alternative strategies.

8. EVALUATION:

The application of the monitoring process described, provides the necessary data for both formative and summative evaluation of the Action Plan. The data will not only be used for evaluation but also for developing subsequent action plans.

- **OFFICE OF THE DEPUTY SUPERINTENDENT**

# COMPETENCY-BASED CURRICULUM

Office: Deputy Superintendent

Responsible Officer: Andrew E. Jenkins

Submission Date: September 18, 1981

Date Received by Superintendent's Office: _____

Approved: _____

## ACTION PLAN

GOAL: The Office of the Deputy Superintendent will direct the local schools in order to provide positive learning environments and educational experiences for all children.

1. PLANNING ASSUMPTIONS:

1.1 Implementation of the Competency-Based Curriculum will continue to be the major thrust of the school system during SY 1981-82.

1.2 Implementation of the Student Progress Plan in grades 1-8 will occur in School Year 1981-82.

1.3 Responsible offices/regions will be held accountable for performance based upon one-year action plan.

1.4 Staff Development activities will be provided according to determined priority needs.

1.5 Supplemental instructional support will be provided at a reduced level as a result of a reduction of Federal Grant allocations.

1.6 The influx of students with non-English proficiency and limited English proficiency will continue to increase during SY 1981-82.

1.7 Student rights and responsibilities will continue to have an impact on the school system.

1.8 Budget reductions in the Adult Education Program will limit program offerings and will require the seeking of grant monies/fees to support the remaining community services.

2. RESOURCES:

2.1 Fiscal:

| FY 82 Budget | Federal | Federal | Total |
|---|---|---|---|
| Personnel | $144,380,300 | $12,654,400 | $157,034,700 |
| Other Than Personnel Servs. | 3,621,100 | 1,245,000 | 4,866,100 |
| Total | $148,001,400 | $13,899,400 | $161,900,800 |

2.2 Personnel of each division and branch of the Deputy Superintendent's Office as well as central offices will be utilized as necessary to achieve specific objectives.

2.3 Capability to redirect resources within the system to meet system's priorities.

2.4 Federal grant monies awarded to the SEA and LEA for the purpose of planning, developing and implementing educational programs and projects.

2.5 Action plans, surveys, studies, reports and recommendations of professional staff personnel of the office.

CONSTRAINTS:

2.6 Funding is inadequate to provide for additional positions, materials and services needed to effectively carry out the diversified functions of this office.

2.7 Time is limited for suitable planning and to concentrate on critical areas of concern.

1. PLANNING ASSUMPTIONS (continuation)

1.9 Block grants will modify the allocation of funds, reporting requirements and mechanisms for administration of federal programs.

1.10 There will continue to be an increase of federal grant programs.

1.11 There will continue to be an increase in the number of students requiring or choosing services and programs of the Division of Special Education.

1.12 There will be a focus on planning services to be provided by the public schools in order to decrease the need for and cost of tuition placement for emotionally disturbed and learning disabled students.

1.13 The local education agency will administer the district wide Title I Program for identified students in elementary and secondary schools in the Public Schools of the District of Columbia.

1.14 Career Education programs will continue to be a high priority of the school system during SY 1981-1982.

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2. RESOURCES AND CONSTRAINTS (continuation)

3. ALTERNATIVES FOR ACHIEVING GOAL:

3.1 Develop and implement a plan to coordinate, monitor and evaluate the operations of the Deputy Superintendent's Office, Regions and Divisions responsible for the direct operation of educational programs.

3.2 Provide oversight for the development and implementation of a professional model aimed at improving the services provided by all human resources within the school system.

3.3 Mandate the operation of local schools in order to provide positive learning environmental experiences for all children.

4. SELECTED ALTERNATIVE:

4.1 Develop and implement a plan to coordinate, monitor and evaluate the operation of the Deputy Superintendent's Office, Regions and Divisions responsible for the direct operation of educational programs.

5. PROCESS OBJECTIVES:

5.1 From September 1, 1981 to January 29, 1982 the Office of the Deputy Superintendent will direct the reassignment of personnel to meet the changing personnel needs at local schools in accordance with Board approved standards, based upon actual memberships as evidenced by documents on file in the Office of the Deputy Superintendent.

5.2 From September 1, 1981 to June 30, 1982 the Office of the Deputy Superintendent will monitor the progress of the process objectives and accomplishment of critical tasks by the Regions and Divisions, utilizing approved action plans, as evidenced by reports on file, staff meetings, conferences and on-site visitations.

5.3 In accordance with established guidelines, the Regions and Divisions will submit a SY 1981-82 Action Plan by September 18, 1981 as evidenced by approved plans on file in the Office of the Deputy Superintendent.

5.4 In accordance with established guidelines, the Deputy Superintendent will submit a SY 1981-82 Action Plan by September 18, 1981 as evidenced by approved plan on file in the Office of the Superintendent.

5.5 By February 1, 1982, based upon the projected enrollment and school system priorities, the Deputy Superintendent will review criteria for allocation of recources, assess impact on local schools and make recommendations to the Superintendent for modification or change as evidenced by documents on file in the Office of the Superintendent.



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3. PROCESS OBJECTIVES: (continuation)

5.6 Using the established criteria for local school staffing, the Office of the Deputy Superintendent will allocate teaching resources to local schools by April 1, 1982 as evidenced by documents on file in the Office of the Deputy Superintendent.

5.7 In accordance with the mission, goals and objectives of the school system, the Deputy Superintendent will conduct a study of systemwide program offerings with recommendations to the Superintendent for development of a uniform policy as evidenced by documents on file by the end of SY 1981-82.

5.8 In accordance with the mission, goals and objectives of the school system, the Deputy Superintendent will conduct a study of the organizational structure of the school system with recommendations to the Superintendent for changes as evidenced by reports on file by the end of SY 1981-82.

5.9 In accordance with administrative guidelines, the Deputy Superintendent will develop and implement a process and procedure to secure, allocate and monitor the expenditures federal and private foundation funds in support of the goals and objectives of the school system as evidenced by documents on file in the Office of the Deputy Superintendent by November 30, 1982.

5.10 In accordance with Public Law 91-230, the Deputy Superintendent will develop, implement, monitor and evaluate alternative educational programs for adults and out-of-school youths to augment the regular instructional programs as evidenced by monitoring and evaluation reports on file in the Office of the Deputy Superintendent by June 30, 1982.

5.11 In accordance with the priorities established by the Superintendent, the Deputy Superintendent will develop, implement, monitor and evaluate programs for professional development of the school system staffs as evidenced by records on file in the Office of the Deputy Superintendent by the end of SY 1981-82.

5.12 In accordance with established guidelines, the Deputy Superintendent will develop, implement, monitor and evaluate supplementary instructional programs for non-English proficiency and limited English proficiency students as evidenced by documents on file in the Office of the Deputy Superintendent by June 30,1982.

5.13 In accordance with the requirements of Public Law 94-142, the Deputy Superintendent will develop, implement, monitor, and evaluate free and appropriate public education and required related services to all identified school age handicapped students as evidenced by monthly placement logs and reports on file in the office of the Division of Special Education by June 30, 1982.

5.14 In conformity with the Superintendent's Directive, the Deputy Superintendent, by the end of SY 1981-82 will monitor and implement the assessment and evaluation of personnel performance of all staff under his supervision as evidenced by full implementation of TAP, Officer Appraisal Program and District Service Performance Evaluation Procedures.

5.15 In accordance with federal guidelines, the Deputy Superintendent will develop, implement, monitor and evaluate the ESEA Title I compensatory program for economically disadvantaged students which will provide supplemental instruction for identified elementary and secondary students as evidenced by reports on file in the Office of the Deputy Superintendent.

5.16 In accordance with the Five Year Plan, Annual Program Plan, Federal Rules and Regulations, the Deputy Superintendent will develop, implement, monitor and evaluate programs to provide vocational, technical and occupational education for eligible recipients according to their needs, interests and abilities as evidenced by data on file in the Office of the Deputy Superintendent.

5. PROCESS OBJECTIVES: (continuation)

5.17 In accordance with guidelines established by Public Law 94-482, the Deputy Superintendent will develop, coordinate, implement and monitor the Five Year State Plan for Vocational Education as evidenced by an approved plan on file in the Office of the Deputy Superintendent by June 1982.

5.18 In accordance with guidelines established by Public Law 91-230, the Deputy Superintendent will develop, coordinate, implement and monitor the State Plan for Adult Education (1982-85) as evidenced by an approved plan on file in the Office of the Deputy Superintendent by June 1982.

5.19 In accordance with guidelines established by Public Law 94-142, the Deputy Superintendent will develop, coordinate, implement and monitor the Annual State Plan (and/or modification) for the Special Education as evidenced by an approved plan on file in the Office of the Deputy Superintendent by June 1982.

5.20 In accordance with established procedures, the Deputy Superintendent will name and convene a Deputy Superintendent's Council as evidence by agendas on file in the Office of the Deputy Superintendent.

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.1 | Name and convene a Deputy Superintendent's Council. | 8-81 |
| 6.2 | Conduct weekly Deputy Superintendent's Council meetings. | Continuous |
| 6.3 | Direct the preparation of Regional/Divisional SY 1981-82 Action Plans. | 9-1-81/9-1-81 |
| 6.4 | Submit Regional/Divisional SY 1981-82 Action Plans to Deputy Superintendent. | 9-16-81 |
| 6.5 | Review, modify and approve Action Plans for Regions/Divisions. | 9-16-81/9-18-81 |
| 6.6 | Develop SY 1981-82 Action Plan for the Deputy Superintendent's Office. | 9-1-81/9-18-81 |
| 6.7 | Submit SY 1981-82 Action Plan to the Superintendent. | 9-18-81 |
| 6.8 | Disseminate approved SY 1981-82 Action Plans to Regions/Divisons. | 10-81 |
| 6.9 | Monitor the progress of the process objectives and accomplishment of critical tasks Regions/Divisions. | Continuous |
| 6.10 | Reassign personnel to meet changing needs at local schools. | 9-1-81/1-30-82 |
| 6.11 | Review criteria for allocation of recources and make recommendations to the Superintendent. | 2-1-82 |
| 6.12 | Allocate teaching resources to local schools. | 8-1-81/11-1-82 |
| 6.13 | Review, approve/reject personnel actions and reassignments. | Continuous |
| 6.14 | Identify problem areas and initiate corrective action. | Continuous |
| 6.15 | Monitor ongoing activities within Regions and Divisions. | Continuous |
| 6.16 | Develop and implement an on-site visitation schedule. | 10-8-81 |
| 6.17 | Conduct study of organizational structure of the school system. | 9-81/6-82 |
| 6.18 | Conduct study of systemwide program offerings. | 9-81/6-82 |
| 6.19 | Develop and submit plan for administration of federal and non-federal funds to be received by DCPS. | 8-81/11-81 |
| 6.20 | Review, approve/reject plan for administration of federal funds. | 11/81 |
| 6.21 | Develop and submit State Plan for Vocational Education (1983-88). | 10-81/4-82 |

6. CRITICAL TASKS: (continuation)

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.22 | Review and submit to the Superintendent the State Plan for Vocational Education (1983-88). | 5-82 |
| 6.23 | Develop and submit State Plan for Adult Education (1982-85). | 10-81/4-82 |
| 6.24 | Review and submit to the Superintendent the State Plan for Adult Education (1982-85). | 5-82 |
| 6.25 | Develop, implement, monitor and evaluate alternative educational programs for adults and out-of-school youth. | 9-81/6-82 |
| 6.26 | Develop, implement, monitor and evaluate programs for professional development. | 9-81/6-82 |
| 6.27 | Develop, implement, monitor and evaluate supplementary instructional programs for non-English proficiency and limited English proficiency students. | 9-81/6-82 |
| 6.28 | Develop, implement, monitor and evaluate programs to provide vocational, technical and occupational education for students. | 9-81/6-82 |
| 6.29 | Develop, implement, monitor and evaluate Title I supplementary instructional programs for identified Title I students. | 9-81/6-82 |
| 6.30 | Develop, implement, monitor and evaluate educational programs and related services for handicapped students. | 9-81/6-82 |
| 6.31 | Review annual evaluations of DS employees. | 4-82 |
| 6.32 | Forward DS evaluations to Division of Personnel. | 4-82 |
| 6.33 | Review Form C's and Form 524-A's. | 7-82 |
| 6.34 | Forward Form C's and Form 524-A's to Division of Personnel. | 7-82 |
| 6.35 | Follow procedures for rating officers. | 6-82 |
| 6.36 | Develop and submit Annual State Plan (and/or modifications) for Special Education. | 5-82 |
| 6.37 | Review and submit to the Superintendent the Annual State Plan (and/or modifications) for Special Education. | 6-82 |

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
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7. MONITORING PROCESS:

The monitoring process will be a continuous process and achievement of the critical tasks of the One Year Action Plan for 1981-82 will be determined through staff conferences, staff meetings, mid-year evaluation conferences, final program/project assessment, on-site visitations, review of documents and feedback from Assistant Superintendents and Division Heads.

8. EVALUATION:

The monitoring process will be the vehicle for providing a formative evaluation of the SY 1981-82 Action Plan. The evaluation process will be a continuous process and achievement of the major tasks as outlined in the SY81-82 Action Plan will be determined through the monitoring process, internal and external evaluation as required for federal programs, annual state evalation visits and Regional and Divisional surveys. In the summative evaluation, consideration will be given to the stated resources and constraints.



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- **OFFICE OF INSTRUCTIONAL SERVICES**

# COMPETENCY-BASED CURRICULUM

Office: Instructional Services

Responsible Officer: Dr. James T. Guines

Submission Date: September 4, 1981

Date Received by Superintendent's Office: _____

Approved: _____

## ACTION PLAN

GOAL: The Office of Instructional Services will provide instructional leadership and direction to the school system by determining the existing needs in the target populations served by school programs; developing strategies to meet these needs; and initiating, coordinating, and conducting systemwide activities related to the implementation of the instructional program.

1. PLANNING ASSUMPTIONS:

1.1 Implementation of a Competency-Based Curriculum (CBC) will continue to be major thrust of the school system. Implementation will require a comprehensive instructional support system for all school staff.

1.2 The perceived needs of students, ranked instructional goals, five skills classification categories, perceived level of performance of the school system as determined through the systemwide needs assessment, and results of students' performance on criterion-referenced tests and norm-referenced tests will be used as guiding factors in establishing priorities for designing and implementing components of CBC.

1.3 Clearly stated goals and objectives will be of primary importance for guiding instruction, administering assessment, and determining student movement through instructional program. Standards, recordkeeping, reporting and course credit will be based on explicit objectives.

1.4 The instructional program will focus on students' continuous progress toward attainable goals and will be responsive to student needs, interests, and learning styles. Students will be given multiple opportunities and methods for reaching given performance levels.

2. RESOURCES:

2.1 Fiscal: FY 1982

| | Regular | Federal | Total |
|---|---|---|---|
| Personnel Services | $2,008,082 | $ 734,483 | $2,742,565 |
| Other than Personnel Services | 687,325 | 520,064 | 1,207,389 |
| TOTAL | $2,695,407 | $1,254,547 | $3,949,954 |

2.2 Material

1. Curriculum Guides
2. Scope and Sequence documents
3. Instructional Media (television, film, slidetapes, videotapes, audiotapes, transparencies)
4. Printed Materials (brochures, pamphlets, journals, newsletters, calendars)
5. Courses
6. Professional Library

1. PLANNING ASSUMPTIONS (continuation)

1.5 The focus of instruction will be based upon student achievement, demonstration of skill mastery and acquisition of knowledge. Emphasis will continue to be placed on the use of strategies for individualized instruction and assistance to students.

1.6 The Student Progress Plan, which includes traditional grading certification of mastery, and semester promotion implemented in grades 1-3 during SY 1981, will be extended to grades 4-6 during SY 1982.

1.7 Graduation requirements will be based on a combination of Carnegie Units, required courses, and identified competencies.

1.8 Refining plans for the Life Skills Seminar, required for graduation in SY 1984, will be conducted during SY 1982 for implementation in SY 1983.

1.9 The citywide assessment program will assist in providing data on the extent of student progress on the achievement of the CBC instructional objectives and the systemwide targets for student achievement.

1.10 Active participation of citizens in broad-based activities such as supporting academic achievement of students through goal setting and prioritization of goals, implementation plans, and assessment of programs will be sought on a continuing basis.

1.11 Budget reductions in central and regional administration will require concommitant reductions in personnel, supplies, materials, and equipment.

1.12 Federal block grants will modify the allocation of funds, reporting requirements and mechanisms, and the administration of federal grant programs.

2. RESOURCES AND CONSTRAINTS (continuation)

2.3 Facilities
CBC Center located at Langdon Elementary School

CONSTRAINTS:

2.4 Unresolved policy issues

2.5 Limited resources: fiscal, personnel, materials and facilities, and severe pressure of reduction of resources

2.6 Restricted use of federal funds and personnel

2.7 Limitation of a procurement process which does not fully support the instructional direction

2.8 Limited time and resources for staff development of personnel

2.9 Limited funds and personnel for implementing new strategies in curriculum development

2.10 Inadequate system of communication among offices, divisions and regions

2.11 Lack of reallocation of resources to meet the system's goals

3. ALTERNATIVES FOR ACHIEVING GOAL:

3.1 Develop, implement and monitor a plan to provide instructional leadership and direction to the school system through existing personnel and programs in the Office of Instructional Services and the coordination of related activities among other Offices.

3.2 Provide instructional leadership and direction to the school system using the "State Model" to guide and provide technical assistance to the operational units of the school system in the design and implementation of strategies to meet identified instructional needs.

3.3 Develop and implement a plan to provide instructional leadership and direction to the school system through the delivery systems of the subunits of the Office of Instructional Services.

4. SELECTED ALTERNATIVE:

4.1 In order to maximize use of limited resources and to provide a unified office effort, the first alternative is considered to be the most appropriate:

Develop, implement and monitor a plan to provide instructional leadership and direction to the school system through existing personnel and programs in the Office of Instructional Services and the coordination of related activities among other offices.

The Associate Superintendent and his immediate staff are in direct contact with the Office of the Superintendent, the Office of the Deputy Superintendent, the Office of Financial Management, Data Systems and Planning, and the Office of Management Services. They are directly involved in planning sessions with these Offices and share the responsibility of developing plans which are compatible with the system thrust for implementation of CBC; they are constantly made aware of system resources and contraints. They are able to relate the central information to Office data and impact upon the respective subunits. This information is shared with the subunits to guide and assist them in their planning and operations.

Similarly, a unity of direction is required for the school system as a whole. Because we are a city and a state operation, the speed of communication, necessity for close coordination, and accountability by the Superintendent and central administration for events in all schools, make the "State Model" for administration inappropriate. Additionally, experience has shown that the high rate of transience of our students among schools in different areas of the city has been detrimental to the students when faced with different textbooks and different curricula. CBC, as a centralized activity, was an essential response to this need for a standardized curriculum.

The first alternative allows the Office of Instructional Services to continue to provide leadership and direction to the total school system and to ensure coordination of related activities among other Offices. Additionally, Office subunits can be required to develop plans which contribute to the overall instructional thrust while remaining coordinated with related activities of other Offices.

5. PROCESS OBJECTIVES:

5.1 Under the ESEA Title II Basic Skills grant, OIS will continue to support and develop the Basic Skills Centers, to develop and disseminate guides for the Life Skills Seminar for review, and to provide state leadership in instruction as evidenced by implementation of an approved plan and appropriate reports and materials on file.

5.2 Utilizing appropriate guidelines, the OIS will review and coordinate all personnel action procedures for full time and part time employees of the office and all subunits, maintain an accurate and up-to-date personnel directory, and monitor personnel reports and initiate corrective action as required as evidenced by appropriate reports, documents and listings.

5.3 Utilizing appropriate guidelines, the OIS will receive and review all requisitions, contracts and reprogramming requests for office subunits and facilitate the procurement of textbooks during 1981-82 as evidenced by completed paperwork on file.

5.4 By the end of 1981-82, OIS will provide staff development necessary to the effective implementation of the Competency-Based Instructional Program as evidenced by the implementation of an approved plan.

5.5 During 1981-82, the OIS will continue to explore applications of computer technology in support of the Competency-Based Instructional Program and the Student Progress Plan as evidenced by the provision of training in computer literacy for teachers, administrators and students, the selection of appropriate software packages in reading and math; and the expansion of a pilot instructional management system.

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5.6 Using federal, state and Board of Education guidelines the OIS will develop and publish the official textbook list by January 31, 1982 as evidenced by an approved list on file.

5.7 Using federal, state and Board of Education guidelines, the OIS will coordinate and supervise the implementation of special and developmental programs, and seek continuation and expansion during 1981-82 School Year based upon evaluation and assessment data as evidenced by approved plans, reports and materials on file.

5.8 Using available resources, the OIS will support the phased implementation of the Student Progress Plan (SPP) in reading and mathematics as evidenced by its extension to grades 4-6 and the refinement of the secondary component of the Plan which deals with all subject areas during School Year 1981-82.

5.9 Utilizing available resources, the OIS will provide criterion-referenced and standardized testing services on a systemwide basis as evidenced by the implementation of the School Year 1981-82 assessment program in September 1981, and approved test reports and analyses of data by August 1, 1982.

5.10 Utilizing available resources, the OIS will provide library and media support services to schools and other organizational units on a systemwide basis as evidenced by improved library and media services in schools during SY 1981-82.

5.11 In accordance with guidelines established by the Office of the Superintendent, the OIS will submit a SY 1981-82 Action Plan as evidenced by the approved plan on file in the Superintendent's Office.

5.12 In accordance with guidelines established by the Division of Personnel, the OIS will implement and monitor the system of personnel performance evaluation of ET, EG and DS employees beginning October 1, 1981 as evidenced by appropriate forms on file in the Division of Personnel by June 30, 1982.

3. PROCESS OBJECTIVES: (continuation)

5.13 Using existing resources and in cooperation with all schools with students in 7th, 8th or 9th grades, OIS will continue to support and guide the activities of Intensive Junior High School Instruction (IJHSI) leading to improved reading and mathematics scores in May 1982 as evidenced by implementation of an approved plan and appropriate reports and materials on file.

5.14 During 1981-82, the OIS will monitor program implementation on a regular basis as evidenced by timely submission of reports on file in appropriate offices.

5.15 Beginning in Fall 1981, the OIS will provide leadership and support to the Model Academic High School as evidenced by the successful opening and operation of the planned school program.

5.16 During 1981-82, the OIS will provide instructional leadership and direction to the school system through: revision of curriculum guides in junior high school science and mathematics; completion of guides for Topics in Mathematics; extension of curriculum development in art, music and physical education; development of scope and sequence for elective courses in science; development of manuals for teachers of social studies in grades 1-6 and seventh grade geography, and the completion of examinations for exemption from Laboratory Skills and the Life Skills Seminar as evidenced by implementation of approved plans and appropriate reports and materials on file.

5.17 During 1981-82, the OIS will prepare and disseminate a description of the instructional program in each of the disciplines as evidenced by approved description on file.

5.18 During 1981-82, the OIS will develop course outlines for the foreign language sequence, select or develop criterion-referenced exit examinations for foreign languages at each level, and revise the General Foreign Language Course, as evidenced by approved materials on file.

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.1 | Develop Action Plan for OIS. | 9/81 |
| 6.2 | Implement the Education Plan for Model High School. | 9/81 - 6/82 |
| 6.3 | Develop and Publish Official Textbook List. | 1/30/82 |
| 6.4 | Develop/revise curriculum documents. | 6/82 |
| 6.5 | Examine, develop/refine, administer and finalize criterion-referenced tests for selected subject matter areas. | 9/81 - 9/82 |
| 6.6 | Administer implementation of approved citywide assessment program. | 10/81 - 5/82 |
| 6.7 | Prepare and disseminate description of instructional program. | 9/82 - 6/82 |
| 6.8 | Coordinate implementation of IJHSI. | 9/81 - 6/82 |
| 6.9 | Explore applications of computer technology to instruction and instructional management. | 9/81 - 6/82 |
| 6.10 | Supervise implementation of ESEA Title II Basic Skills Grant. | 9/81 - 9/82 |
| 6.11 | Monitor implementation of programs. | On-going |
| 6.12 | Maintain data file for programs, personnel and fiscal matters. | On-going |
| 6.13 | Provide opportunities for staff development. | On-going |
| 6.14 | Review Action Plans of subunits to insure compliance with Superintendent's objectives. | 8/18/81 |
| 6.15 | Provide library and media support services to schools. | 9/1/81 - 6/30/82 |
| 6.16 | Supervise the implementation of special projects including:<br>— Ludlow Preschool — Teacher Center<br>— Gifted and Talented — ESAA<br>— District Facilitator Proj. — Shakespeare Proj.<br>— Career Education Unit — Jr. ROTC<br>— D.C. Youth Orchestra<br>— Model School and Anacostia Preschools, | On-going |

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.17 | Supervise ongoing development and implementation of newly developed programs: | 9/1/81 - 6/30/82 |
| | Intensive Junior High School Instruction (IJHSI) | |
| | Academic Learning Time (ALT) | |
| | Beltway Videodisc Project | |
| | Project Encouragement | |
| | Success In Reading and Writing | |
| | ESEA Title II B, Basic Skills Improvement Program. | |
| 6.18 | Establish SY 81-82 Performance Objectives. | 9/82 |
| 6.19 | Complete personnel evaluations. | 1/82 - 6/82 |

## 7. MONITORING PROCESS

The process objectives and critical tasks of all subunits of the Office of Instructional Services will be monitored by the Associate Superintendent. A variety of methods will be used to determine how and what extent the major tasks of the Office Action Plan are achieved including staff meetings, periodic written or oral reports and other documentation.

Special effort will be made to identify existing and potential problem areas and to provide special assistance, staff development or inservice training to resolve identified problems or contraints.

Required midyear evaluation conferences will be conducted to assess the degree to which objectives are being accomplished and to modify or revise as necessary. Available resources and constraints may require that new objectives be established to complete those tasks delineated.

A final program/project assessment will be conducted during the spring to determine the overall performance of staff in attaining the mission and functions of the office. The degree of achievement each staff member accomplished in his/her major area of responsibility will be evaluated. Exceptional professional accomplishments will be acknowledged.



## 8. EVALUATION

Evaluation of the Office of Instructional Services will be based upon the degree of effectiveness with which the pre-established objectives are accomplished within the time frame indicated. This evaluation will be conducted through data collected during the monitoring process, the assessment of the performance of staff, and indicators of the quality of services provided. The results of the evaluation will be used to plan for the next school year. All data - Superintendent's reports, status reports, forms, charts and other pertinent information accumulated during the monitoring process - will be on file and available to document the degree to which objectives, functions and tasks were accomplished.

- **OFFICE OF MANAGEMENT SERVICES**

# COMPETENCY-BASED CURRICULUM

Office Management Services

Responsible Officer David L. Huie, Associate Superintendent

Submission Date October 8, 1981

Date Received by Superintendent's Office

Approved

## ACTION PLAN

GOAL: The Office of Management Services will direct, coordinate, monitor and evaluate the major support services of the D.C. Public Schools (personnel functions, the development of the capital budget, the procurement and delivery of all equipment and supplies, technical assistance for new construction, the custodial operation and maintenance of all facilities, the program of safety and security for all schools, and the total food service program and transportation) in accordance with administrative procedures, Board of Education rules, and District and Federal regulations.

1. PLANNING ASSUMPTIONS:

1.1 The Office of Management Services will assume responsibility for all support services which are organizationally under its auspices.

1.2 Long-range goals for the components of Management Services will be defined by the Associate Superintendent.

1.3 The Directors of the operating divisions will be directly responsible for meeting the ongoing objectives outlined for their divisions.

1.4 Responsibility and authority for the delivery of support services will be delegated as close to the operational level as is practical.

1.5 With zero base budgeting, Management Services resources will not be redirected without appropriately altering the budget.

1.6 No request for additional resources will be made without determining the desired impact of the requested resources.

1.7 Greater use of automated data processing will provide greater efficiency as a result of better control and use of funds.

2. RESOURCES:

2.1 Fiscal Resources:

| | FY 1982 | | |
|---|---|---|---|
| | Regular | Federal | Total |
| Personnel | $47,852,637 | $2,778,346 | $50,630,983 |
| Other than Personnel Services | 23,296,708 | 178,300 | 23,296,708 |
| Total | $70,971,045 | $2,956,646 | $73,927,691 |

2.2 Action plans, surveys, studies, reports, recommendations of professional staff and the talents and skills of employees are additional unallocated resources placed at the disposal of this office.

CONSTRAINTS:

2.5 Negotiated labor contracts, which govern several bodies of employees in Management Services, constrain the utilization of labor support services.



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ASSUMPTIONS CONTINUED:

1.8 Resources will be conserved through improved reporting and forecasting the use of utilities.

1.9 Financial resources will remain at the current level.

3. ALTERNATIVES FOR ACHIEVING GOAL:

3.1 Pursue all critical tasks within each of the five areas (general and four divisions) simultaneously with rigid adherence to time frames.

3.2 Pursue all critical tasks within each of the four divisions in a designated order.

3.3 Utilize available resources to provide assistance in areas where needed.

4. SELECTED ALTERNATIVE:

4.1 Pursue all critical tasks within each of the five areas (general and four divisions) simultaneously with rigid adherence to time frames.

5. PROCESS OBJECTIVES:

5.1 By September, 1982, the Director of Buildings and Grounds in accordance with the Superintendent's recognition of the importance of support services to the effective functioning of schools, will reorganize the Division into a maintenance management operation, as evidenced by an accepted organizational structure and implementation plan.

5.2 By August, 1982, the Division of Buildings and Grounds will evaluate the distribution and work schedules of its personnel in accordance with the identified need to reduce overtime cost; recommend redeployment and/or rescheduling of employees as evidenced by staffing charts on file in the Division.

5.3 By June, 1982, the Division of Buildings and Grounds will decrease the response time for minor repairs by placing basic materials in the schools in accordance with the Superintendent's objective regarding increased efficiency as evidenced by supplies in the buildings.

5.4 By June, 1982, the Division of Buildings and Grounds will establish school-by-school projections of utility consumption for planning purposes in accordance with the effort to institute a zero based budgeting process, as evidenced by the charts on file in the Division.

5.5 By June, 1982, the Division of Logistical Support will design a user-oriented inventory system in accordance with the general effort to reduce paper work, as evidenced by the recommended procedures document.

5. PROCESS OBJECTIVES:

5.6 By February, 1982, the Division of Logistical Support will implement a field trip transportation plan that provides resources to the Regional Offices for decision-making as directed by the Superintendent, and as evidenced by the plan on file.

5.7 By June, 1982, the Division of Logistical Support will adopt an automated system of monitoring requisitions and purchase orders through the process as indicated by the Superintendent's objective and as evidenced by the computer program.

5.8 By June, 1982, the Division of Personnel will develop procedures for the approved reorganization in accordance with the Superintendent's objective and as evidenced by the documents on file.

5.9 By August, 1982, the Division of Personnel will have an up-to-date personnel accounting file and will reconcile the data with other appropriate divisions, in accordance with the Superintendent's objective and as evidenced by the working file.

5.10 By March, 1982, the Office of Security and the Safety Office will complete the reoganization of an organizational structure that aligns all related functions into a division in accordance with the Superintendent's objective related to improving efficiency, and as evidenced by the organizational plan.

5.11 In accordance with guidelines established by the Division of Personnel, the OMS will implement and monitor the system of performance evaluation of ET, EG and DS employees beginning October 1, 1981, as evidenced by appropriate forms on file in the Division of Personnel by June 30, 1982.

5.12 In accordance with guidelines established by the Office of the Superintendent, the OMS will submit a SY 1981-82 Action Plan as evidenced by the approved plan on file in the Superintendent's Office.

5.13 During 1981-82, OMS will monitor program implementation on a regular basis as evidenced by timely submission of reports on file in appropriate offices.

5.14 By the end of 1981-82, OMS will provide staff development necessary to the implementation of priority objectives as evidenced by the implementation of an approved plan.

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| | General: | |
| 6.1 | Identify and review internal operating procedures of the divisions. | 1/82 - 6/82 |
| 6.2 | Study the reduction (or possible elimination) of scheduled overtime. | 12/81 - 3/82 |
| | | |
| | Buildings and Grounds: | |
| 6.3 | Identify a model maintenance management operation for study. | 10/81 - 11/81 |
| 6.4 | Establish the desired organizational framework for the Division appropriately adapted to the needs of the system and level of resources. | 12/81 - 3/82 |
| 6.5 | Align existing responsibilities in accordance with revised organizational functions. | 4/82 - 6/82 |
| 6.6 | Make provision for the continuance of those services, where essential, which will be omitted through the revised organizational structure. | 3/82 - 9/82 |
| 6.7 | Outline a phased implementation plan for the reorganization. | 3/82 - 4/82 |
| 6.8 | Adjust existing/define new operating procedures while maintaining the delivery of services. | 4/82 - 6/82 |
| 6.9 | Take appropriate personnel actions to redeploy existing staff as necessary and bring additional personnel on board. | 6/82 - 9/82 |
| 6.10 | Begin phased implementation of reorganization. | 6/82 - 9/82 |
| 6.11 | Evaluate present staff distribution and basis thereof. | 1/82 - 3/82 |
| 6.12 | Appraise operational schedules/locations. | 1/82 - 3/82 |
| 6.13 | Identify personnel whose services are performed at local schools. | 1/82 - 2/82 |
| 6.14 | Determine the relationship between the provision of services and actual school program. | 3/82 - 5/82 |

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.15 | Adjust the provision of services to maximize productivity and minimize disruption of programs. | 6/82 - 8/82 |
| 6.16 | Develop a preventive maintenance system oriented toward local school personnel. | 1/82 - 8/82 |
| 6.17 | Design a training program for in-house operations. | 12/81 - 6/82 |
| 6.18 | Adopt operating procedures relative to increased services at the local school and delivery of supplies/materials in conjunction with revised procedures for Plant Maintenance Branch. | 6/82 - 9/82 |
| 6.19 | Fill the position of Energy Coordinator. | 1/82 - 2/82 |
| 6.20 | Evaluate energy consumption at each school. | 5/82 - 6/82 |
| 6.21 | Select a number of schools in order to design test program for utility budget control operations. | 6/82 - 8/82 |
| 6.22 | Identify the rates for each utility, relating the consumption to dollar amounts. Determine each school's share of the funds budgeted for utilities. | 6/82 - 8/82 |
| 6.23 | Establish a utility budget for test schools. | 6/82 - 8/82 |
| 6.24 | Develop a reporting and forecasting plan with respect to utilities usage. | 6/82 - 8/82 |
| 6.25 | Recommend measures and devices for conserving energy in the test schools. | 6/82 - 8/82 |
| 6.26 | Define operating procedures for the test schools which will facilitate achievement of consumption goals. | 6/82 - 8/82 |
| 6.27 | Implement test program. | 10/82 - 10/83 |
| 6.28 | Evaluate test program for broad application. | 10/83 - 12/83 |
| 6.29 | Establish utility budgets for each school with appropriate recommendations. | 12/83 - 6/84 |
| 6.30 | Review existing procurement/supply systems to determine their relationships to the user/requester of services. | 12/81 - 5/82 |

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.31 | Determine the desired relationship or impact on users. | 1/82 - 4/82 |
| 6.32 | Review procedures for appropriateness relative to user. | 4/82 - 8/82 |
| 6.33 | Assess the value of communication between the Division and the user. | 1/82 - 4/82 |
| 6.34 | Revise procedures with the role of automation in mind. | 5/82 - 9/82 |
| 6.35 | Make recommendations which will facilitate the development of the user-oriented system. | 5/82 - 9/82 |
| 6.36 | Establish guidelines for items purchasable by the local school and reimbursable through the voucher system. | 1/82 - 4/82 |
| 6.37 | Develop operating procedures for the local school and for the procurement branch. Coordinate with appropriate accounting procedures in-house and in other divisions. | 2/82 - 3/82 |
| 6.38 | Test procedures for possible wide scale implementation. | 3/82 - 5/82 |
| 6.39 | Develop mechanism for educating local staff regarding new procedures prior to implementation. | 4/82 - 6/82 |
| 6.40 | Develop implementation plan. | 1/82 - 2/82 |
| 6.41 | Evaluate current provision for transportation services. | 12/82 - 2/83 |
| 6.42 | Identify advantages to be gained through the decentralization of resources. | 12/82 - 2/83 |
| 6.43 | Determine resource implications for decentralizing services. | 12/82 - 2/83 |
| 6.44 | Develop a plan for revised delivery of transportation services. | 1/82 - 2/82 |
| 6.45 | Develop implementation plan. | 4/82 - 5/82 |
| 6.46 | Revise operating procedures as necessary. | 1/82 - 3/82 |
| 6.47 | State resource adjustment/requirements. | 3/82 - 4/82 |
| 6.48 | Coordinate office functions with business managers and schools/offices. | 1/82 - Ongoing |





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6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.49 | Investigate the use of an automated information system which channels requisitions through the system and identify problems as they occur. | 12/82 - 3/82 |
| 6.50 | Initiate independent contracting procedures for the school system. | 12/82 - Ongoing |
| 6.51 | Develop a plan for additional on-line accounting for food operations. | 3/82 - 6/82 |
| 6.52 | Establish an automated/instantaneous personnel accounting file, designed to result in enhanced accuracy. | 1/82 - 7/82 |
| 6.53 | Develop a mechanism for reporting various types of personnel information, e.g., position status, type of position, vacancies . . . | 1/82 - 7/82 |
| 6.54 | Implement a records management system. | 2/82 - 7/82 |
| 6.55 | Automate personnel management system . . . a procedure which can be operated either manually or in an automated fashion. | 7/82 - 10/82 |
| 6.56 | Determine the sources of information to be reconciled from among budget, financial, and personnel records. | 2/82 - 3/82 |
| 6.57 | Evaluate the procedures which can lead to the retention of information in the personnel files. | 3/82 - 6/82 |
| 6.58 | Adjust the appropriate sources and procedures to coordinate the retention of information in various files. | 5/82 - 10/82 |
| 6.59 | Establish a routine or cycle for processing shared information. | 6/82 - Ongoing |
| 6.60 | Evaluate security and safety services which are currently in three organizational units for the purpose of aligning similar functions. | 12/81 - 1/82 |
| 6.61 | Determine resource implications associated with combining services into a single unit. | 1/82 - 3/82 |
| 6.62 | Select an implementation plan based on available resources. | 2/82 - 3/82 |
| 6.63 | Revise operational procedures particularly as they affect the requester(s) of security/safety services. | 3/82 - 5/82 |

6. CRITICAL TASKS:

| Task No. | Task | Time Frame Start/Complete |
|---|---|---|
| 6.64 | Develop mechanism for educating users in obtaining security/safety services. | 12/82 - Ongoing |
| 6.65 | Develop strategies for improved services. | 1/82 - Ongoing |
| 6.66 | Review Action Plans of sub-units to insure compliance with Superintendent's objectives. | 8/82 - 8/82 |
| 6.67 | Monitor implementation of programs. | Ongoing |
| 6.68 | Provide opportunities for staff development. | Ongoing |

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7. MONITORING PROCESS:

Each division or responsible office establishes a monitoring process and provides the necessary information concerning progress made.

Responsible directors complete the following:

Redefine the issues.
Identify the appropriate resources.
Analyze problems in conjunction with available resources.
Establish an action plan.
Implement the plan.
Monitor the plan accordingly.
Revise and refine the plan where applicable.

8. EVALUATION:

As requested by the Associate Superintendent for Management Services, each responsible director of the respective office submits written progress reports in a timely and regular manner. The Associate Superintendent evaluates each issue and the corresponding results.

- **OFFICE OF FINANCIAL MANAGEMENT, DATA SYSTEMS AND PLANNING**

# COMPETENCY-BASED CURRICULUM

Office: Financial Management, Data Systems and Planning

Responsible Officer: Arthur G. Hawkins

Submission Date: September 15, 1981

Date Received by Superintendent's Office: _____

Approved: _____

## ACTION PLAN

CCAL: The Office of Financial Management, Data Systems and Planning will develop and implement an intergrated program of sound financial management, control and accountabilitiy for all fiscal resources to support the established priorities of the D.C. Public Schools.

1. PLANNING ASSUMPTIONS:

1.1 The primary objective of the school system is the implementation of the Competency-Based Curriculum.

1.2 A primary objective of the Office of Financial Management, Data Systems and Planning is to sustain and improve school system operations on a cost-effective basis.

1.3 Surveys and reviews of existing internal control systems will be conducted and will enhance a sound budgeting, accounting and reporting system.

1.4 Budget allocations of resources will be made in relation to established priorities of the school system.

1.5 Instructional personnel and other resources will be allotted on an equal basis per student in all regular schools.

1.6 Resources will be distributed as contained in the FY 82 Budget except as modified by the Superintendent and/or the Board of Education.

1.7 The cost of any negotiated pay raises will be borne by the City.

2. RESOURCES

2.1 Fiscal: FY 1982 Budget

| | Regular | Federal | Total |
|---|---|---|---|
| Personnel | $2,624,544 | $181,120 | $2,805,664 |
| OTPS | 963,266 | 33,800 | 997,066 |
| Total | $3,587,810 | $214,920 | $3,802,730 1/ |

2.2 Computerized financial, budgeting and planning information.

2.3 Computer facilities at Ballou Senior High School.

2.4 Timely financial and budgeting information from DCPS offices, D.C. Government agencies and the federal government.

2.5 High technology equipment (computers and word processors).

2.6 Office generated management guides: reports, studies, surveys.

CONTRAINTS

2.7 No additional resources to improve the level of support services needed by the school system.

1/ FY 1983 Program Budget, District of Columbia Public Schools, September, 1981.

1. PLANNING ASSUMPTIONS (continuation)

1.8 All FY 82 budget reductions approved by the Board of Education will be implemented prior to the start of FY 82.

1.9 The FY 84 Budget will be prepared using the Zero-Base Budgeting concept.

1.10 Beginning in FY 82 the DCPS will undertake steps to become independent of the City's centralized cash management and accounting systems.

1.11 Implementation of accounting support services will be governed by applicable statutes and D.C. Government and Federal regulations.

1.12 The Finance Division will require restructuring of analytical and reporting functions.

1.13 Approval will be provided to allow prioritizing of DAIS services to generate resources to meet the systems management information needs.

1.14 Approval for obtaining new computer hardware will be provided prior to beginning FY 83.

1.15 Mandatory audits based upon contractual obligations, such as U.S.D.A. audits and the Teachers' Union audit request, will be performed.

1.16 Audit requests will be made by responsible offices based upon changes of school treasurers, bank managers and principals.

1.17 Resources will be allocated to equip and operate a word processing center.

1.18 The operation of the Word Processing Center will increase the productivity and quality of out-going materials and reduce overtime.

2. RESOURCES AND CONSTRAINTS (continuation)

2.8 Short timelines regarding requests for services and the required response time

2.9 Lack of agreement between the Board of Education and the City on budget mark.

2.10 Lack of properly trained staff and skills for some personnel within the divisions.

2.11 Limited staffing in particular divisions.

2.12 Uncoordinated visits from independent audits and inspection from GAO, Inspector General's Office, etc.

3. ALTERNATIVES FOR ACHIEVING GOAL:

3.1 Prioritize support service requirements allowing for shifts in divisional resources based upon the system's needs.

3.2 Analyze management systems and redirect existing divisional resources to meet specified deficiencies in other support areas.

3.3 Provide innovative professional management to improve and maintain a comprehensive, integrated and functional budget, financial, data systems and planning program.

4. SELECTED ALTERNATIVE:

4.1 Provide innovative professional management to improve and maintain a comprehensive, integrated and functional budget, financial, data systems and planning program. The primary efforts to implement this alternative will focus on increasing the effectiveness and efficiency of the various divisions, units and support services of the Office of Financial Management, Data Systems and Planning.

5. PROCESS OBJECTIVES:

5.1 By June 1982, the Office of Financial Management, Data Systems and Planning, in support of office guidelines and directives, will establish a management planning and analysis unit that will provide recommendations to inter-office managers to improve operations by monitoring progress toward goal attainment, as evidenced by monthly reports.

5.2 By July 1982, the Office of Financial Management, Data Systems and Planning, in accordance with approved Board policy, will initiate FY 84 budget preparations which will result in a FY 84 budget based upon the zero-base budgeting process, as evidenced by an accepted FY 84 budget.

5.3 By June 1982, the Office of Financial Management, Data Systems and Planning, in accordance with the Superintendent's needs for management information system, will develop and implement a new data base information system that will reduce manual operations, as evidenced by a reduction of manual financial related operations when compared to the previous year.

5.4 By September 1982, the Office of Financial Management, Data Systems and Planning, in accordance with the Superintendent's needs for a management information system, will establish common computer networks among the existing and newly installed hardware, as evidenced by each computer system being able to access information in all other computers.

5.5 By September 1982, the Office of Financial Management, Data Systems and Planning, in accordance with the Superintendent's needs for a management information system, will implement DAIS services that will result in increased efficiency in utility and energy management, as evidenced by a savings of 5% in utility and energy costs.

5. PROCESS OBJECTIVES (continuation)

5.6 During the 1982 fiscal year, the Office of Financial Management, Data Systems and Planning, in support of office guidelines and directives, will maintain an on-going linkage with the Office of Management Services that will result in increased efficiency in costing and disbursement activities, as evidenced by a reduction in personnel and vendor payment complaints.

5.7 During the 1982 fiscal year, the Office of Financial Management, Data Systems and Planning, in accordance with office guidelines and directives, will provide monthly financial reports on both regular and grant funds to the appropriate managers and executives, as evidenced by financial reports on file.

5.8 During the 1982 fiscal year, the Office of Financial Management, Data Systems and Planning, in accordance with generally accepted accounting practices, will implement cash management controls, as evidenced by financial reports that show maintenance of a positive cash balance.

5.9 During the 1982 fiscal year, the Office of Financial Management, Data Systems and Planning, in accordance with generally accepted accounting practices, will conduct internal audits that review the degrees of inter-office effectiveness and management controls, as evidenced by audit reports on file.

5.10 During the 1982 fiscal year, the Office of Financial Management, Data Systems and Planning, in support of office guidelines and directives, will establish and implement a word processing center that will reduce the overtime costs for clerical services, as evidenced by a reduction in overtime costs compared to the previous year.

82

5.11

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5.16

6. CRITICAL TASKS:

| Task No. | | Time Frame Start/Complete |
|---|---|---|
| 6.1 | Plan management targets to monitor accomplishment of the Office of Financial Management, Data Systems and Planning goals and objectives. | Ongoing |
| 6.2 | Conduct management surveys to assess the effective and efficient utilization of resources. | Ongoing |
| 6.3 | Establish and implement inter-office feedback and linkage systems to improve management effectiveness and efficiency among divisions. | Ongoing |
| 6.4 | Establish bench-marks to evaluate the timely progress of budget preparation. | 10/81 - 9/82 |
| 6.5 | Work with DAIS to develop more efficient computer-based budgeting programs. | 10/81 - 2/82 |
| 6.6 | Develop and obtain approval for implementation of a zero-base budgeting process. | 10/81 - 1/82 |
| 6.7 | Prepare clear and concise Zero-Base Budgeting instructional manuals for field use. | 11/81 - 1/82 |
| 6.8 | Conduct training sessions for implementation of the Zero-Base Budgeting process. | 1/82 - 8/82 |
| 6.9 | Complete the FY 84 Budget using the Zero-Base Budgeting process. | 10/81 - 7/82 |
| 6.10 | Develop inter-office plans to maintain an efficient and effective Payroll Unit. | Ongoing |
| 6.11 | Develop inter-office plans to ensure that vendor payments are timely, efficient and accurate. | Ongoing |
| 6.12 | Establish and monitor allotments for regular and grant funds. | 10/81 - 9/82 |
| 6.13 | Provide monthly reports of Regular funds to the appropriate managers and executives. | 11/81 - 7/82 |
| 6.14 | Provide monthly reports of Grant funds to the appropriate managers and executives. | 11/81 - 7/82 |
| 6.15 | Maintain effective and efficient controls related to cash management. | Ongoing |
| 6.16 | Implement effective and efficient costing procedures. | 4/82 - 9/82 |
| 6.17 | Monitor cash management controls instituted by managers and executives. | Ongoing |
| 6.18 | Establish plans for reconfiguration of staff, functions and hardware. | 10/81 - 11/81 |

6. CRITICAL TASKS:

| Task No. | | Time Frame Start/Complete |
|---|---|---|
| 6.19 | Prioritize DAIS services to meet the system's management information needs. | 10/81 - 11/81 |
| 6.20 | Procure and install additional hardware. | 10/81 - 8/82 |
| 6.21 | Develop logistical procedures to move into the new computer systems. | 10/81 - 6/82 |
| 6.22 | Procure and implement data-base management software. | 10/81 - 11/81 |
| 6.23 | Establish computer linkage among the existing and newly installed hardware. | 10/81 - 9/82 |
| 6.24 | Implement DAIS support services designed to reduce utility and energy cost. | 11/81 - 9/82 |
| 6.25 | Prioritize offices/divisions for audits. | 10/81 - 12/81 |
| 6.26 | Develop a calendar of audit reviews. | 10/81 - 12/81 |
| 6.27 | Conduct preliminary reviews of audit needs to determine engagement scope. | Ongoing |
| 6.28 | Implement internal audits. | Ongoing |
| 6.29 | Monitor audits conducted by external agents. | Ongoing |
| 6.30 | Follow-up on audit recommendations. | Ongoing |
| 6.31 | Procure new word processing equipment. | 10/81 - 11/81 |
| 6.32 | Develop controls and procedures for word processing center. | 10/81 - 11/81 |
| 6.33 | Provide training to word processing operators. | 12/81 - 2/82 |
| 6.34 | Develop plans for on-site training to students. | 1/82 - 5/82 |
| 6.35 | Operate word processing center. | 10/81 - 9/82 |

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7. MONITORING PROCESS:

The Associate Superintendent for the Office of Financial Management, Data Systems and Planning will determine the accomplishment of the process objectives and critical tasks through progress reports, staff conferences, observation and products. Each division and unit will establish an internal monitoring process to provide information and data on progress for assured compliance and for redirection or adjustments. Each division and unit will monitor its operation through the following:

Charting sequential steps for accomplishment of critical tasks
Periodic staff meetings
Periodic reportings from branches and sections
Completion of targeted projects/products.

8. EVALUATION:

Evaluation will be a formative process based upon the goal and degree of accomplishment of the process objectives and the critical tasks within the time frames noted. The monitoring process will be directly related to the formative evaluation allowing for modification of tasks and time frames when needed. The evaluation criteria for each division will be based upon the outcomes listed under "Critical Tasks" and the monitoring results obtained.

# SECTION IV: SYSTEMWIDE MONITORING

## MONITORING

Monitoring of the Comprehensive Education Plan is designed to secure and transmit information that indicates the status of process achievement and/or product achievement, and the accompaniments or impact resulting from implementation of the mission objectives. Monitoring provides the means to determine if what was planned is actually being implemented.

The monitoring process for the comprehensive plan will:

- provide documentation of the planning process;
- provide an efficient means for each office or division to report progress in implementing a program;
- supply information to each office or division about its responsibilities, and
- yield information needed by the Office of the Superintendent to identify quickly and accurately activities which are "off-plan".[1]

Base line data for developing this plan includes the mission, philosophy, goals and priorities, planning assumptions and resources and constraints of the system as well as similar types of data to be found in one-year plans of individual offices or divisions.

Of crucial importance for monitoring process and product achievement is the critical task and time chart which lists required tasks, persons responsible for accomplishing tasks, and agreed upon beginning and completion dates. A schematic such as a task network depicting tasks, activities, time, interrelationships and critical paths may be utilized to graphically depict implementation status of the comprehensive plan.

The monitoring process may be viewed as having four basic dimensions. These are dimensions of: information, review, control and interface. The information or input component consists of observations, data, findings, test scores and so forth. The monitor review process speaks to the treatment of input data by analysis, synthesis and interpretation while control speaks to various monitoring outputs such as status reports, warnings, alerts or recommendations.

The interface dimension addresses those areas where status peers share responsibilities for the accomplishment of objectives. The critical task chart or task network is useful for identifying such areas of interface as stated mission objectives. The supervisor of a task requires his subordinates to monitor and report to him. In this way he is able to make decisions based on appropriate information while exercising control.

Monitoring as described above, is a crucial part of the school system's coping mechanism. Although each office and division develops plans at some point in time, replanning based on monitoring information is necessary periodically. The monitoring process is designed to secure pertinent data on:

- Mission Objectives – precise statements expressed in performance terms which qualify the outcome of a mission.
- Process Achievement – status of tasks associated with accomplishment of stated mission objectives in terms of actual movement through a series of preplanned tasks or activities and the extent to which qualitative criteria are met.

[1] *Fulfilling the Mission. . . A Program for Excellence, Efficiency and Effectiveness*, Vol. IV, Part II (Washington, D.C.: Public Schools of the District of Columbia, October 1976), pp. 2-3.

- **Product Achievement** – status of accomplishment of outputs explicity stated in mission objectives. Product achievement focuses on the demonstrated output and appropriate verification of accomplishment.
- **Accompaniments and/or Comments** – includes reactions to and comments on the plan; changes in planning assumptions, unpredicted circumstances, resources, constraints, dependence on actions by others, and so forth which affect achievement of objectives.

An adequate monitoring process should work to keep planning and implementation on schedule and to assure interface and coordination of related activities. Each office and region has the flexibility to develop its own monitoring instruments; however, summary reports on the monitoring process will be submitted on the Quarterly Monitoring Summary Form.

# APPENDICES

# Calendar 1981-82

| | | |
|---|---|---|
| **1981** | | |
| September | 2 | First day of school for teachers |
| | 7 | Labor Day (Holiday) |
| | 8 | First day of school for students (Full Day)** |
| October | 12 | Columbus Day (Holiday) |
| November | 11 | Veterans' Day (Holiday) |
| | 16 | Parents-Teachers Conferences (One-half day for students) |
| | 26 and 27 | Thanksgiving Holiday |
| December | 24 thru 31 | Winter Vacation |
| **1982** | | |
| January | 1 | New Year's Day |
| | 4 | Students and teachers return to school |
| | 15 | Dr. Martin Luther King, Jr. Birthday (Holiday) |
| | 28 | Last day of school for students (First Semester) |
| | 29 | Parents-Teachers Conferences (Full day students not in school) |
| February | 1 | First day of school for students and teachers (Second Semester) |
| | 15 | George Washington's Birthday (Holiday) |
| April | 5 | Parents-Teachers Conferences (One-half day for students) |
| | 9 thru 16 | Spring Vacation |
| May | 31 | Memorial Day (Holiday) |
| June | 16 | Last day of school for students (Second Semester) |
| | 17 | Last day of school for teachers (Second Semester) |

## COMMEMORATIVE DAYS*

**November 2, 1981 — Monday**
Worldwide Peace Day (Officially, November 1)

**November 24, 1981 — Tuesday**
Fray Junipero Serra Day

**January 24 & 25, 1982 — Saturday & Sunday**
Chinese/Vietnamese New Year

**February 1 thru 28, 1982**
Black History Month

**February 12, 1982 — Friday**
Abraham Lincoln Day

**March 4, 1982 — Thursday**
Myrtilla Miner Day

**March 7 thru 13, 1982**
Music in Our Schools Week and Annual Piano Competition

**March 8 thru 15, 1982 —**
National Women's History Week

**March 17, 1982 — Wednesday**
Wilmington Ten Day

**April 8, 1982 — Thursday**
Paul Robeson Day (Birthday April 9)

**April 29, 1982 — Thursday**
Edward Kennedy "Duke" Ellington Day

**May 18, 1982 — Tuesday**
Mary McLeod Bethune Day

**May 19, 1982 - Wednesday**
Malcolm X Day

**June 4, 1982 — Friday**
Mary Church Terrell Day

## SCHOOL/ADVISORY (Report Card) PERIODS

| | Number of Days | Number of Sessions |
|---|---|---|
| 1981 — First Advisory - November 13 | 47 | 94 |
| 1982 — Second Advisory - January 29 | 43 1/2 | 87 |
| **Total First Semester** | **90 1/2** | **181** |
| Third Advisory - April 2 | 44 | 88 |
| Fourth Advisory - June 16 | 45 1/2 | 91 |
| **Total Second Semester** | **89 1/2** | **179** |
| **Total School Year** | **180** | **360** |

## ADULT EDUCATION CENTERS

Open registration begins September 3, 1981.

Classes begin September 9 thru June 17.

Advisory (Report Card) Periods — November 12, January 28, April 1, June 17.

## EMERGENCY CLOSING/MAKE-UP DAYS

1. Whenever it is necessary to make up 1 to five school days, the spring vacation will be shortened accordingly.
2. Whenever it is necessary to make up more than 5 school days, the school year will be extended accordingly.

## STUDENT CALENDAR

**SEPTEMBER**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 9 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 8 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | 27 | 28 | 29 | 30 | | | |

**OCTOBER**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 1 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**NOVEMBER**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | 29 | 30 | | | | | |

**DECEMBER**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | 27 | 28 | 29 | 30 | 31 | | |

**JANUARY**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 1 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 8 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | 31 | | | | | | |

**FEBRUARY**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 2 | | 1 | 2 | 3 | 4 | 5 | 6 |
| | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | 28 | | | | | | |

**MARCH**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | 28 | 29 | 30 | 31 | | | |

**APRIL**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | 25 | 26 | 27 | 28 | 29 | 30 | |

**MAY**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | 30 | 31 | | | | | |

**JUNE**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | 27 | 28 | 29 | 30 | | | |

*Commemorative Days will be observed in accordance with instructions from Regional offices.

**School Hours: Regular 9 a.m. — 3 p.m. • Career Development Centers 8:30 a.m. — 3 p.m.

School not in session.

**QUESTIONS? 724-4044**



District of Columbia Public Schools • 415 12th Street, N.W. Washington, D.C. 20004

## GLOSSARY

ACTION PLAN:
a systematic plan of action projecting what is to be accomplished to reach stated objectives, based upon a management-by-objectives (MBO) planning format, for problem solving and implementation of programs.

ASSUMPTION:
a statement of condition(s) which establishes limitations for planning activities.

COMPETENCY-BASED CURRICULUM (CBC):
an individualized, progressive, instructional program based on the use of specific behavioral objectives for which criterion levels of performance have been established.

COMPREHENSIVE EDUCATION PLAN:
the systematic delineation of goals and objectives of the school system, specifying the progression of activities to accomplish those goals and objectives, persons accountable for their achievement, the strategies and timelines for their accomplishment and criteria to be used for determining the degree of their attainment.

CONSTRAINT:
an anticipated problem which may make it impossible to achieve stated objectives.

CRITICAL TASKS:
the major strategies or action steps which must be taken to achieve specified objectives.

DEMOGRAPHIC DATA:
information and data describing or indicating the nature of populations with reference to size, density, distribution, vital statistics, socioeconomic status, attendance, enrollment, test scores and the like.

EVALUATION:
the process of delineating, obtaining and providing useful information for judging decision alternatives. Evaluation can be formative (concerned with program improvement) or summative (concerned with determining overall program effectiveness).

FUNCTION:
a collection of required jobs or tasks necessary to achieve a specified objective to bring about a given product or outcome; related outcomes contributing to the accomplishment of mission objectives.

GOALS:
ends toward which any agency or person performs work or statements of purpose or ultimate outcomes; a perception of an ideal.

GUIDELINES:

those Rules of the Board of Education, District and Federal Laws and Regulations, Court Orders and Plans, Interagency Agreements, Directives of the Superintendent, and the like, which provide specific mandates and parameters for the operation and conduct of the agency and its programs.

INSTRUCTIONAL OBJECTIVE:

statements that describe what competencies students will have achieved after completing a prescribed unit of instruction.

LOCAL PLANNING UNIT:

that group composed of staff, students and community (including the Neighborhood School Council as prescribed by the Board of Education) that accurately reflects the office/region/division/local school's needs and goals, and that develops the education plan for and on their respective unit's behalf.

MISSION:

a broad and comprehensive statement of an overall job—a product, a completed service, or a change in the condition of something or somebody—that must be accomplished.

MONITORING:

the process of securing and transmitting information that indicates the status of implementation of objectives, critical tasks and their outcomes.

MONITORING PROCESS:

the securing and transmitting of data and information to determine adherance to and degree of compliance with Rules of the Board of Education, District and Federal Laws and Regulations, Court Orders and Plans, Interagency Agreements, Directives of the Superintendent, established and approved processes and procedures, and the like.

NEED:

the discrepancy or difference between what is (current status) and what is desired (goal); that discrepancy or difference requiring appropriate attention and action.

NEEDS ASSESSMENT:

a formal process for collecting and analyzing data which identifies and documents discrepancies between "what is" and "what is desired."

OBJECTIVE:

statement of the exact aim, purpose or end that is to be accomplished in meeting a unit's goal.

OBJECTIVE, MISSION:

a precise statement expressed in performance terms which qualifies the outcome of a mission.

OBJECTIVE, PERFORMANCE:
a school-wide instructional objective specifying the audience, behavior conditions and degrees of a specified performance.

OBJECTIVE, PROCESS:
a management objective specifying the manager(s), activity, deadline, evidence and standard.

PLANNING:
the process of identifying the overall, long-range goals, priorities and objectives of an organization, and formulating various courses of action to be followed in working toward achieving those goals, priorities and objectives and in working towards the reduction of uncertainty.

PLANNING PROCESS:
the series of activities and/or actions conducted to develop, submit and secure approval of a unit's action plan.

RESOURCE:
money, people, facilities, time, materials, or anything else used by the education system for accomplishing its objectives.

STUDENT PROGRESS PLAN:
a competency-based instructional plan through which students are encouraged to move along the instructional continuum at their individual rates and which requires the mastery of reading and mathematics skills for promotion.

TARGETS, SYSTEMWIDE:
those increments in student achievement over time that the system has set as goals and that are measured by criterion-referenced, or other indices of skill mastery.

TESTS, CRITERION-REFERENCED:
those instruments that measure a student's mastery of the specific objectives of an educational program; no comparisons are made between student's scores.

TEST, NORM-REFERENCED:
those instruments that provide the score of each student as compared with the scores of other students who have taken the same test under standardized conditions.

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